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UNIVERSITY OF ALBERTA

GLOBAL EDUCATION AND STUDENT TEACHERS: A STUDY OF SOCIAL STUDIES MAJORS IN THE UNIVERSITY OF ALBERTA

BY

FAN WANG

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Education.

IN

INTERNATIONAL/INTERCULTURAL EDUCATION

DEPARTMENT OF EDUCATIONAL POLICY STUDIES

EDMONTON, ALBERTA

FALL, 1995

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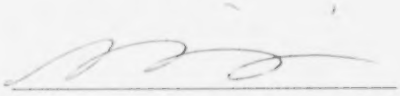

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Global Education and Student Teachers: A Study of Social Studies Majors in the University of Alberta submitted by Fan Wang in partial fulfillment of the requirements for the degree of Master of Education in International/Intercultural Education.

Toh Swee-Hin, Supervisor

John R. Young

Terry R. Carson

Date: Oct 5, 1995

TO MY PARENTS

ABSTRACT

Worldwide, there has been a growing interest in global education and related movements such as peace education and development education. This study seeks to understand the perceptions of a sample of secondary social studies student teachers in the University of Alberta towards the theory and practice of global education. It focuses on the knowledge, skills and attitudes of student teachers regarding the integration of global perspectives in their future work of teachers. It explores, as well, the relation between global education or global understanding and the teacher education program drawing implications for the teacher education program and movement towards the implementation of global education in schools at large.

More specifically, through a qualitative methodology, the research sought to answer the following questions: What understanding and knowledge do the student teachers hold about the concepts of global education and global issues? What values, attitudes and skills do the student teachers have for teaching global education? What views do the student teachers hold about the role of global education in the teacher education program? What are the factors influencing their implementation of global education perspectives in Alberta schools? What do the student teachers feel about the teacher education program with regard to global education?

It was found that the student teachers studied generally are not well prepared to teach global education in terms of their knowledge, attitudes and skills. It was also found that students hold differing attitudes and paradigms of global education. Although many students are not well informed about global issues and problems, students who are open to and aware of the global issues are generally lacking of appropriate skills of teaching global education. Some problems or constraints of the teacher education program with regard to global education pointed out by the students included: a lack of the holistic understanding of global issues, the elective rather than core status of global education

courses and a lack of skills training. Difficult factors of implementing global education in Alberta schools are also raised by the student teachers.

The study yielded a number of practical recommendations. These include the need to examine the goals and objectives of the teacher education program and to raise the institutional commitment throughout the Faculty of Education to incorporate global education/perspectives into the existing program. Recommendations also focus on the need to help student teachers deal with the complexity existing in contemporary classrooms.

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The fact of its completion is due in great measure to the understanding and support of many who contributed in a variety of special ways.

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Chapter 1

Introduction To The Study

The Field of Global Education

Over the past decade, there has emerged a movement dedicated to the social change for justice and peace through implementing global education into the school curriculum as a step to promoting knowledge, values, attitudes and skills needed for social action among students and teachers. Given the increasing problems in the world nowadays at personal, regional, national and global level such as the threat of nuclear war; violation of human rights; destruction of environment; oppression of particular groups within a society and so forth, it is not surprising that the attempt of global education and its implementation into school curriculum has led to intense interests among the policy makers, parents, researchers and students alike.

Worldwide in general, countries like Australia, Britain, Canada, Japan, Mexico, Philippine, Sweden and the United States have included global education or components of global education into their school programs. In Alberta, particularly, in addition to the development of curriculum materials, the ATA Global Education Project and parallel CIDA-funded project have been set up, which assists teachers in Alberta to implement global perspectives into their teaching by offering teaching materials, launching workshops and instituting programs. Many schools in Alberta, have made their attempts to implement global perspectives into classroom activities. At the university level, both University of Alberta and University of Calgary are offering global education courses to the university students, in-service teachers as well as the administrators and officers. The Department of Secondary Education at the University of Alberta has a well-established Peace Education Project that produces resources and publications on global education which have attracted attention from both teachers and researchers. The project has also organized several International Institutes on Peace Education which have offered creative

and useful insights on educating for peace. The Department of Educational Foundations (now Educational Policy Studies) has a Center for International Education and Development (CIED) which also provides academic publications on global education. For a number of faculty scholars, global education deserves to be included as a core component of teacher education at the University of Alberta.

As a graduate student who came from China to Canada, I became very interested in global or peace education through enrollment in the International and Intercultural Education program in the Department of Educational Foundations. In my experiences as a student and college teacher in China, global or peace education has not been an area in the curriculum and programs offered. Yet, as I was exposed to the ideas of analysts and practitioners in this field during my studies at Alberta, I was challenged to reflect critically on its implications for the work of teachers and educators not only in China but worldwide. As it was not feasible to undertake a research study in China itself, I considered it equally worthwhile and useful to look at the theory and practice of global or peace education in the Canadian context. Through the eyes and minds of Canadian student teachers, I could be facilitated in developing a more concrete appreciation of the meaning of peace and global education and its implication for the work of educators. I was led therefore to this study on the perceptions of selected student teachers in the Faculty of Education, University of Alberta, specifically Social Studies majors, regarding the integration of global education perspectives in their formation as teachers.

As in many other innovative areas, global education involves different and even conflicting orientations and emphases among researchers and educators. Different paradigms based on conservative, liberal, and transformative assumptions coexist in the field of global education. Moreover, in the journey of global education, terms such as *peace education, development education, human rights education, environmental education, world order studies, conflict education, international education,* have arisen and sometimes have been used interchangeably to refer to global education. Before a

detailed presentation of the research problem, it is relevant therefore to clarify the similarities and overlaps among these various conceptions of global education, as well as differences of assumptions, values and issues existing among various paradigms. In doing so, the materials that will be reviewed fall into three categories: a). the meaning of global education; b). paradigms of global education; c). pedagogical principles of global education.

The Meaning of Global Education

The investigation of the concept of global education, defined and redefined, found a significant resource in the work of the leading American peace/global educator, Reardon (1988), in her discussion of the distinction and connection between *peace education, environmental education, development education, human rights education and global education.* Even though her attention is on peace education and its relation to the other terms used in the peace education, her analysis and overview offers a useful tool to understand different definitions associated with global education. According to Reardon, *peace education* focuses on the absence of both war and direct violence (negative peace) as well as structural violence resulting from unjust social, political, and economic systems (positive peace). *Development education* which focuses primarily on the economic relations between the industrial nations and the developing ones with its critical concern of world poverty and underdevelopment, has similar aims to *peace education* - the reduction or elimination of poverty, disease, illiteracy, marginalization and other conditions that lower the economic and material quality of the life for the poor and oppressed of the world. In this sense, *human rights education* with its focus on international human rights standards, their constant and widespread violation; and *environmental education* with the concern for the health of the planet, can both be viewed as interrelated, interdependent issues and fields equally important to the idea of peace and therefore, all are integral dimensions of *peace education* (Reardon, 1988:7). From her

point of view, *global education* is *comprehensive peace education*, meaning that it "comprehends all that is relevant, relates to all human interactions on Planet Earth and to human interactions with the Earth" (Reardon, 1988: xii). In other words, *global education/peace education* is the 'umbrella' term encompassing all the other dimensions such as *human rights education, environmental education,* and *development education.*

David Hicks (1993), a leading British global and peace educator, enlarges this view by stressing that the common theme existing within these terms is with its objective of the preparation for the future. Whether it is *development education, human rights education, environmental education,* or *global education*, "...they share in common the belief that, in a democratic society, young people should have the opportunity to explore a range of contemporary issues, whether to do with development, interdependence, peace and conflict, human rights, the environment, or race and gender... they all have the common interest in the human condition and its improvement, concerned about the future and a better world. " (Hicks, 1993:19) For him, *global education,* or world studies, emphasizes the concept of interdependence and the need to set contemporary issues at a global context.

Other writers share the same view, although with slight differences. For example, Kniep (1986) proposes four elements of study as being essential and basic to global education: the study of human values; the study of global system; the study of global problems and issues; and the study of the history of contacts and interdependence among people, cultures and nations. Similarly, Selby's model of global education focuses on four dimensions. They are the spatial dimension which emphasizes the interdependent nature of the world; the issues dimension including issues under the four headings of development, environment, human rights, and peace; the temporal dimension which is future oriented ; and the inner dimension, i.e., global education is not only about the journey outward but also the journey inward towards personal and spiritual growth (Selby, 1993:6; Hicks, 1988). Lamy suggests sixteen separate competencies which

global education should develop whereas Anderson (1976) suggests four types of competencies including "awareness of involvement in the world system, decision making, judgment making and the exercise of influence."

Beginning with the context of the Philippines, Toh and Floresca-Cawagas (1987, 1990) have proposed a framework for peace education grounded on six interrelated themes covering personal, regional, national and global levels, i.e., militarization, structural violence, human rights, cultural solidarity, environmental care, and personal peace. The aim of the framework is a concern of not only developing the awareness and understanding of the root causes of conflicts and violence ranged from personal, local, national and global dimension but also promoting values and attitudes necessary for social action for a more just and peaceful world through various creative classroom activities. Brock-Utne (1989), on the other hand, suggests that a feminist perspective has been "surely lacking" and needs to underpin a holistic approach to peace or global education.

Notwithstanding some differences, the approaches taken by most global educators bear a great deal of resemblance and overlap with each other. As the Australian commentator, Sharp (1984) noted, the varieties of peace or global education are not all mutually compatible or exclusive. Almost all the approaches realize the nature of interdependence of the world and the people and the need to advance our thinking to promote global perspectives (Anderson, 1991; Boulding, 1988; Carson & Gideonse, 1987; Kniep, 1985 &1989; Pike & Selby, 1986 &1988). Moreover, the definition of global education tends to develop towards the holistic understanding and meaning. Selby (1993) urges for the "relational holism" and the need of both outward journey and inward journey. Reardon's notion of "wholeness" and "comprehensive peace education" implies the consideration of interrelationships and integration of all levels of social organization and the natural environment. (Reardon, 1988a) Toh and Floresca-Cawagas (1987:30) argue that "to be effective, proposed resolution for peace have to take into account the

dynamic relationship which connect various levels and kind of conflicts." In addition, the notion of global perspective, whether it is about cultures, economic and political problems, human rights, or environmental care, has been recognized as an essential ingredient in the preparation of young people for effective participation in their local, national, international communities (Anderson, 1979; Boulding, 1988; Fien & Gerber, 1988; Hicks, 1986 & 1988).

Paradigms of Global Education

There is also a need to be aware of the possibility of alternative paradigms in global education, based on different social and political assumptions and conceptualization. Rachel Sharp (1984), an Australian peace/global educator offers an overview of the various approaches taken by global educators and thinkers. These include the positions: 1) peace/global education as "peace though strength". This approach is supported by governments and armed forces who see the maintenance of peace being achieved by armed deterrence and the need to maintain one's military superiority. 2) peace/global education as conflict mediation and resolution. This approach focuses on the analysis of conflict, from the personal to the global, and on the way of resolving such conflicts non-violently. Much can be achieved with this approach but one needs to recognize the danger of reproducing inequality where an unequal balance of power exists. 3) peace/global education as personal peace. This approach is primarily interpersonal, stressing the need for empathy and co-operation with a focus on the process of education itself and a need to transform hierarchical structures at all levels of society. 4) peace/global education as world order. This approach takes as its starting point the need for a global perspective and the recognition of structural violence as a major obstacle to peace. This can be utopian unless there is a detailed analysis of the links between personal and global change. 5) peace/global education as the abolition of power relationship. This approach sees people's values as themselves a product of certain structural variables, for example,

to do with economic, political and cultural power. The emphasis is therefore on raising the awareness of structural violence and identification with the struggling of all oppressed groups. It is clear from her summary that global education has been based on a variety of assumptions and orientations.

Selby (1993) also describes these various approaches taken by different projects and programs defined as global education. According to him. these approaches include:

- area studies of parts of the world (e.g. SE Asian Studies);
- international understanding programs involving comparative and contrastive studies of different countries and cultures;
- courses in international relationships;
- courses to help students understand the world so they will be better business people (i.e., aimed at 'global competitiveness');
- courses directed exclusively at the social studies curriculum.

He further concludes that these approaches fall into three different paradigms: the conformative/conservative paradigm which basically seeks to maintain the status quo; the reformist/liberal paradigm which attempts to reform but not radically alter the system; the transformative paradigm which aims at thorough change of the school system and the agency (Selby, 1993:7).

The American global educator, Lamy (1990) analyzes different orientations and the ends of the approaches taken in the global education. He clearly articulates the sociopolitical context which global education operates today, particularly in the United States. According to him, there are four interest communities with contending world views which seek to influence and perhaps control global education in U.S. schools. Briefly put, they are:

1. "Neomercantilist" or "National Interest" view states that global education should prepare citizens for participation in an anarchic and competitive international system

where self-interest rules and where chances for cooperation are limited. This has been the dominant view of society.

2. "International society-communitarian view" recognizes both the need and potential for cooperation in attempting to respond to problems and challenges which are global in scope.

3. "System Transformer" or the "Utopian Left" seeks to create more equitable international systems through creation of a social-democratic system in which power is decentralized, and in which economic well-being, social justice, and peace are dominant domestic and foreign policy goals.

4. "Utopian Right" or "Ultraconservative" sees global education as a threat to the promotion and dominance of American values and ideals. It is their view that these values and ideals should be taught in our schools as truths and that, in fact, they should be transported throughout the world.

Toh (1993) in his article entitled "Global Literacy and a Question of Paradigms" raised serious questions about the Liberal-technocratic paradigm of global education, which dominates the classroom practice at present. He points out that the "liberal-technocratic paradigm" emphasizes on the "interdependence" of the world in terms of a functionalist management of crises and a superficial appreciation of the culture of others while leaving many critical issues unexplored such as social, economical and structural inequalities, human rights violations, environmental destruction, and militarization. To be "global" "has more to do with enhancing trading, commercial and strategic interests than global literacy for emancipation" (Toh, 1993:11). Therefore, he urges a "transformative paradigm" which seeks to transform values and practices from perspectives of competition, mastery over nature, the primacy of technical efficiency, authoritarianism and dogmatism to co-operation, living in harmony with nature, consideration of social justice and equity, and cultural solidarity (also see Hicks, 1988; Pike & Selby, 1988:23). In essence, transformative paradigm encourages learners and teachers to develop not only

critical understanding of the realities of the crises existing in the societies in a holistic way but also a commitment and personal responsibility to create alternative futures based on principles of peace, justice and compassion. In order to become a 'global citizen' with a global perspective, one must be willing to analyze, understand, and accept the need for social justice.

In my view, the transformative paradigm and varieties of peace education which emphasize the root causes of injustice, inequities and conflicts provide a more holistic and authentic basis for global and peace education. Nevertheless, it is also important that learners are given the opportunity to consider for themselves the assumptions and understanding offered by the conservative or liberal paradigms. In this way, peace or global education will be consistent with its pedagogical principles based on critical reflection and self-empowerment as discussed below.

Pedagogical Principles of Global Education

Researchers as well as educators in the field of global education have pointed out that what is important in global education is not only what we teach but also how we teach. In other words, the content of global education is as important as the form of global education. As Hicks (1988:17) aptly noted, "if one is teaching *for* peace and not merely *about* peace, a close relationship needs to exist between ends and means, content and form."

The implication is a less hierarchical classroom, with students moving from passive recipients of a fixed body of knowledge or what Paulo Freire calls "banking education" toward challenging and questioning the form and substance of the learning process, clarifying their values, and challenging social injustice. Peace or global education hence promotes the theme of "empowerment" and "transformation" underpinning what has been termed "critical pedagogy". Going beyond the over-deterministic orthodox Marxist view of schooling which claims schools simply reproduce power relations, particularly, the

class relations in the wider society, critical pedagogy sees schools as a site of resistance and contradiction in which students and teachers engage in the critical and empowering learning and teaching process for building a more just and equal society and world (Anyon, 1988; Apple, 1982; Gintis & Bowles, 1988). Critical theorists such as Freire (1970, 1985); Shor (1987) and Giroux (1987, 1988) aptly point out the importance and the need for teachers to engage in the transformative teaching process in which both teachers and students are changed from within by combining past personal experiences with positive goals.

In practice, Selby (1993) comments that educators should be facilitators of interaction, explorers of values, perspectives and assumptions held by each student and learning situations that nurture the imagination, emotions and intuitions of students as well as their cognitive capabilities. He suggests that global educators encourage group work in the classroom and school community which promotes dialogue, negotiation, consensus seeking, and sharing of perspectives and decision making. He further suggests role-play, experiential and simulation activities to promote empathy and creativity among students. Together with Pike, Selby elaborates this point by saying:

> The global education classroom places considerable emphasis on experiential and co-operative learning, on active participation by individuals and groups in the initiation, direction and evaluation of what is learnt, and on creative, imaginative and divergent thought and action. The classroom climate, too, is significant: such learning is unlikely to take place unless an affirmative atmosphere and environment prevails- one in which the integral worth and experience of each individual is cherished and their self-concept enhanced. In practice, students will often be involved in structured small group activity, which encourages communication, co-operation, negotiation and decision making, Role-play, simulation games and experiential activities will also feather prominently, enabling students to explore their own perspectives and attitudes and to consider other viewpoints and feeling. (Pike & Selby, 1988:50)

Likewise, Toh and Floresca-Cawagas (1987) have argued for peace or global education to embrace three basic pedagogical principles: dialogue, holism, and conscientization. In addition, Selby points out that the easiest way for the educator/facilitator to incorporate global awareness into the classroom is simply teaching

all subjects as global subjects - global Science, global Maths, global Music, global Art, global Language Arts, global Computer Science (Selby, 1993; also see Kniep, 1986).

Furthermore, for many global educators, the notion that the medium is the message does not only apply to the teaching process but also the aspects of so-called 'hidden curriculum": the classroom environment, the attitudes and values held by teachers and staffs in the school; the way that students are rewarded and the priorities that the school sets. Reardon (1988a) argues that the language used in the teaching process, either sexist, racist, or militarist, may have negative influence on the formation of students' values and attitudes. Tye (1990) notes that the "deep structure" of schooling, i.e., common characteristics supported by society, is so powerful that it makes the incorporation of global education into school curriculum difficult. Similarly, by analyzing the relation between the "hidden curriculum" and the formation of students' attitudes and values, Pike & Selby suggest that

> ...The development of cooperative, affirmative attitudes among students is largely dependent upon teachers and ancillary staff displaying these same attitudes - whether in the staffroom, on the playing fields or in the dining hall. A respect for the intrinsic worth and rights of other people must be enshrined in school regulations, disciplinary complaints procedure. The encouragement of students to actively participate in their own learning and development needs to be supported through opportunities to share responsibility for the management and direction of the school. (Pike & Selby, 1988:51-52)

Statement of the Problem

The development of global education as a field of study, teaching or research clearly faces various problems and barriers. These cover such issues as the shortage of teaching materials, the support of educational administration and the teaching profession itself, pressures from parents, wider community interests and the design of appropriate curriculum.

Most of the people in the field argue that education for international understanding, co-operation and peace, and education relating to human rights and fundamental

freedoms, are unlikely to develop spontaneously in schools unless teachers themselves develop knowledge, skills and attitudes of teaching global education. As Babanski (1986) put it:

> It is the teacher who interprets school curricula and materials, who modifies the content in accordance with specific situations in the class, and who evaluates the results of the educational process, introducing new elements as necessary. Most importantly, the whole teacher's personality 'works' for educational purposes. Students observe their teachers' everyday behavior, witness their approach to life and their basic values and attitudes, and hear their views on contemporary issues, including world problems. The teacher not only stimulates the intellectual and cognitive development of the young, he or she represents a working model for the pupils, thereby influencing their moral development as well. (Babanski, 1986:41)

Yet, research conducted in the field of teacher education in regard to global education has led to the conclusion that most of the teachers are not equipped with basic knowledge, skills and values necessary for teaching global education. Metzger (1993), one of the global educators once asked that "Why, then, does international understanding and global awareness, widely accepted as an important and valued social education goal, have such a difficult entry into the social studies classroom?" In his research and analysis, Metzger found out that one of the obvious barriers to including global education in the social studies classroom is the teachers themselves. "Teachers, like American citizens in general, are not well-informed about world issues and cultures and the realities of global interdependence." Moreover, "teachers who are knowledgeable, aware and open to a global view do not often have the skills and training to systematically teach a global perspective." (Metzger, 1988:13) The conclusion drawn by Metzger is affirmed by several other researchers and educators who are interested in the relationship between teacher preparation and global education.

Tucker (1983) studied the preparation and quality of social studies teachers for teaching global education and found out that "on the one hand, teachers see the need for more global education, but on the other hand, are insecure with the content and lack confidence in the ability of social studies teachers to teach global education adequately."

(Tucker, 1983:73). Judith (1982) tested 3,000 undergraduates in terms of their global awareness and the result showed that generally students lacked a global perspective.

The implication drawn from those studies has been widely acknowledged by the people working in the field, i.e., the importance of teacher education program in preparing future teachers for the inclusion of global education.

Reardon (1984), for example, calls for teacher education with an international dimension, She argues that

> ...dealing with [these] conflicts and transcending these fundamental differences and divisions is a task of such great proportions as to require the dedication and preparation of the broadest segments of the population... Nothing, less than recognizing international education as a basic requirement of teacher preparation will be adequate to the task... All teachers of every subject at every level should receive and be prepared to make a contribution to the international education of all their students. (Reardon, 1984:35)

Similarly, Kniep (1986) argues that it is critical to strengthen the global dimensions of school programs by providing adequate teacher education in the substance and methods of global education.

To date, more analysis and research has been done on global education in terms of conceptualization, pedagogical strategies, and curriculum development than the preparation of teachers as professionals. However, in answering the challenging questions such as 'What should we do to implement global education?' or ' What else needs to be done in the field of global education?', researchers, educators and policy makers need to divert far more attention on the field of teachers' preparation for and capacities of teaching global education. In this regard, Lange-Christensen's (1995) action research study on a group of practicing teachers on behalf of the Alberta Global Education Project reflects the complexities of becoming global educators.

Against this background, this research examined the knowledge, skills and attitudes held by some student teachers whose major is secondary social studies in the Faculty of Education at the University of Alberta in regard to global education as an attempt to (1) examine the student teachers' perception of global education, (2) to explore the relation

between global education /global understanding and the teacher education program, and (3) to discuss the implications of the findings for the teacher education program and movement toward global education in schools at large.

More specifically, the research seeks to answer the following questions:

(1). What understandings and knowledge do the student teachers hold about the concepts of global education?

(2). What values, attitudes and skills do the student teachers have for teaching global education?

(3). What views do the student teachers hold about the role of global education in the teacher education program?

(4). What are the factors that the student teachers understood as relating to the implementation of global education in Alberta schools?

(5). What do the student teachers feel about the teacher education program with regard to global education?

Social studies majors were selected as the research sample because this field has been a popular site for infusing global education perspectives. The study also focused on students in the Secondary Education program because of the need to maintain a feasible scope and my greater familiarity with secondary schooling as a teacher.

Significance of the Problem

The result of this research should be of interest to educational researchers who are in the field of teacher education and global education. The exploration of student teachers' perceptions of global education in this study will provide helpful insights for researchers to reflect upon the problems related to teacher education and particularly, the implementation of global education with relation to teacher preparation. The further research areas needed to be done, as presented at end of the thesis will pose meaningful future research questions for the educators and researchers to explore.

Certainly, it is hoped that the findings of this study will be of interest to policy makers and planners of the teacher education program at this university. Useful insights can be drawn for the goal, if desired, of infusing global or peace education perspectives into the preservice teacher education program.

Undergraduate or graduate students who are in the field of international education, global education, political science, anthropology and so forth will find the results of this study of interest. University teaching staffs would at time teach courses which are more or less related to global perspectives and which are similar to those reported by students in this research. Individuals in those positions should find the reflections and suggestions of student participants helpful in delivering and modifying their own future curriculum and pedagogical practices.

Finally, it is hoped that the findings may facilitate preservice and inservice teachers into how best to implement global education perspectives into their present or future classroom and what the difficulties and obstacles that might be involved.

Assumptions

For the purpose of this study it was assumed that :

1. The replies given by student teachers were indicative of their attitudes, knowledge and skills of teaching global education and that their responses provided an important source to describe the relationship between the teacher education program and global education.

2. The teacher plays an important role in infusing global education into school classrooms. What they know and they do have a profound impact on the inclusion of global education throughout curriculum.

Organization of the Thesis

This report of a study of teacher preparation and global education is organized into five chapters. This chapter contains a review of the field of global education and outlines the conceptual background of the problem, the questions to be addressed by the study and the significance of the findings. Aspects covered include the concept of global education, the implementation of global education into the classroom and the problems associated with teacher preparation.

The methodology used to conduct the study is described in the second chapter. It outlines the design of the study, describes the samples, and explains the research procedures. This study was conducted within the qualitative research framework and used conversational and in-depth interview as a method of conducting research. A section on the context of this research concludes this chapter.

Chapter three presents participants' global understanding as revealed through the interviews. Chapter four outlines different responses from the participants regarding the pedagogical principles of global education. Students' comments on the university teacher education program in relation to global education were included in this chapter. Different sub-categories are presented under each theme.

Chapter five concludes this study with personal reflections, the summary as well as the implications of the findings and recommendations for further study.

Chapter 2

Conducting the Research

The Interview as a Research Tool

This research was intended to explore the knowledge, skills and attitudes which were held by the student teachers regarding the implementation of global education in their teacher education program and their future work as teachers. To achieve this purpose, the qualitative method of conversational and in-depth interviews with the participants was applied. The term "conversational interview" rather than "formal interview" is chosen to distinguish the distinctions between the humanistic and positivistic approach. This intention is marked by an awareness that positivistic approach often suggests complete unilateral control by the researcher over the entire research process and treats people as objects only responding to the researcher's questions (McCracken, 1988; Smith, 1983; Smith & Heshusius, 1986; Winkler, 1985). Instead, by employing the conversational interview, both the participants and the researcher would collaboratively contribute to the study in the partner relationship as Carson (1986) elaborated:

> Doing research in a conversational mode changes the relationship between persons who have been hitherto labeled as "researcher" and "practitioner". While it is unlikely to totally abolish the distinctions between them, conversational research does offer the possibility of developing a community of cooperative investigation into significant educational questions. (Carson, 1986:83)

During the process of interviews or conversations, the students would be actively involved in open-ended conversations with the researcher. Before each interview, the description of the research interest, the purpose of my research together with the guiding questions were clarified to the participants. I provided the guiding questions for the purpose of initiating the conversation and getting the participants to see the essential directions of the research. I also mentioned in the guiding letter that the participants were welcomed to ask questions whenever they felt necessary. The guiding questions were divided under four categories: background; understanding of global education;

knowledge of some of the global issues; practice and pedagogical principles. However, as the conversational interview went along, new questions arisen and therefore, the questions of each conversation vary depending on the direction the dialogue took.

After each interview, I transcribed the conversation, summarized the transcript and identified some questions which I feel were needed for more clarification and explanation. The summary as well as the questions were returned to each participant for confirmation with regard to adequacy and accuracy of message, as well as intended meaning. This procedure was particularly important to me since English is not my first language. Many slang spoken by the participants were unknown to me. Sometimes, even one word would make a big difference. On the other hand, I sense that the language gap existed not only between cultures, but also between the research language or academic language and the practical language. The words such as "paradigm", "empowerment", "pedagogy", and so on meant a little to most of the participants unless they had taken some related courses. In addition, with different social, economic and educational background, we used the common words in enormously different ways to refer to different meaning. For example, the term "North" and "South" for some means different geographical locations while for others its meaning is far more complicated than that of locations. Sometimes, the most apparently innocuous phrase or taken-for-granted idea was the one which, when pushed and pulled over and over again revealed the most surprising insights and opened up a whole range of new understandings. To provide the summary of transcripts certainly helped me achieve the better understanding of others.

The whole process of interviews went over the period of four months from the mid of November of 1993 to the mid of February of 1994. There were nine students who participated in this study. I conducted three interviews with each one of them. The interviews, which were audio taped, each lasted for one hour. For most of the individual meetings, we met in the fourth floor lounge at the Education North building. For some, the meetings were arranged in my office. The data gathered, in keeping with the nature of

qualitative data, were thick and descriptive. Pseudonyms were given to each participant to ensure the confidentiality.

A researcher's log was also maintained as a means of recording thoughts and feelings reflective of the interview sessions. The focus of the log, as commented by Bogdan and Biklen (1982: 74), was to maintain " a written account of what the researcher hears, sees, experiences and thinks in the course of collecting and reflecting on the data in the qualitative study." This log provided information useful to the researcher throughout the study, especially during the personal reflections section of the study.

The analysis of the data involved two procedures: putting the information together into the descriptive data and finding out the themes emerged from the data. A descriptive and interpretive summing-up report of each individual's opinions gathered through three conversations was developed after I had done all the interviews.This report presents me with a holistic understanding of each individual's perceptions and serves as a "bridge" between the original interview data and the final analysis. Based on this descriptive data, various themes and sub-themes were developed which eventually lead to the completion of the analysis.

Searching for Participants

The process of finding participants for this study was an exciting and uneasy experience for me. I started the process by posting advertisements all over the Faculty of Education. The response from the advertisement was very discouraging: nobody called. Meanwhile, I started to talk to people whom I knew. Joyce came to me as a participant because we knew each other through one class we took together and had heard me mention about my research. Through the help of one of my undergraduate friends, I recruited my second participant, Jim

By approaching several graduate student teaching assistants and one professor, I received the permission to go to their classes and talk about my research purpose at the

end of the class. As a result, eight students volunteered to participate. After reviewing all the volunteers in terms of their background, I found out that one student was enrolled in the elementary route and therefore had to be excluded in the research. Before the interview started, I had nine students who agreed to participate and finally became the partners of the conversations and the co-creators of the script which follows. Among them, five are men and four are women, ranging in age from 25 to 45. The reasons for them to get involved in this study varied. Some knew nothing about global education, but were interested in the research. Some had a few ideas about the global education, but wanted to explore more through the research. Out of my initial expectation, all of these students are Caucasians; none of them come from the minority group. It might have been "better" to have students from different cultural groups, but it did not work out that way. Even though I pursued the research with people from the main stream, in retrospect having students from different cultural groups might have been an interesting direction to pursue. At the time, all of them were taking four or five courses and some were ready for their next practicum. However, all participants generously contributed their time and seemed pleased to help me by having several conversational interviews with me. Their willingness and encouragement have motivated me to carry on with my research.

Interviews with only nine students may seem to give a limited point of views. However, each conversation offered a rich and in-depth material that demands even further exploration and in no way do I expect that this study and the analysis following is a conclusive or final commentary on the knowledge, skills and attitudes of students in the Faculty of Education towards global education. It is offered as one possible interpretation of students' experiences and assumptions, focuses especially on the role of teacher preparation in the implementation of global education. As an interpreter researcher, I do recognize that there are no absolute conclusions for questions of this nature. Collaboratively striving for deeper understanding on this matter is an ongoing project.

The Participants

The nine participants involved in this study are the students majored in Secondary Social Studies. From the conversations with the nine students, their brief backgrounds were developed. Each student's background is unique which reveals the landscape of his or her life- situation and context from which they come. Their backgrounds helped me enter the interview data and further understand the meanings they expressed in the conversations.

Sharon

Sharon was in her third year of university studies. She majors in Social Studies with a minor in Family Studies. She was taking Educational Foundations 360 at the time of research. I went to her class and asked for volunteers for my research. She became one of the participants in this research.

Sharon is in her mid-40s, and a mother of two teenager children. Growing up in a middle class family in Newfoundland, Sharon felt that she did not get much exposure to different cultures and thinking given her background and early education. She described it as following:

> *The basic premise on which the education system was built seemed to imply that we were 'empty vessels' to be filled...we were not conversing or actively involved with the learning process; we were simply being 'filled' with information. Our daily lives were defined by a myriad of rules and regulations... I grew up in a typical small Canadian community. There were one or two Chinese families who owned a restaurant...We learned little Newfoundland or Canadian history; the focus throughout most of my education was on British history and culture...*(Sharon, Conversation 1)

Sharon had been staying at home, raising children and taking care of the family before she went back to school to pursue her university degree. She had been involved as a volunteer in various settings such as a playschool teacher and working with behaviorally challenged teenagers. Her interest in sociological perspectives to different issues has let her choose Social Studies as her major and Family Studies as her minor. At

the time of our first meeting, Sharon had done her first practicum. Our second meeting arranged after she had finished her practicum II in which she taught Social Studies in a multicultural inner city school in Edmonton.

In general, Sharon felt that she had not got any experiences with global education until she enrolled in Educational Foundations 360, even though she might have run into various global issues/perspectives from other courses she had taken before.

Mary

Like Sharon, Mary became involved in the research after I talked to her Educational Foundations 360 class. Mary was a third year student whose major is Social Studies and minor is Intercultural Education. Mary grew up in a middle-class Catholic family and graduated from a Catholic high school in Calgary. Before Mary decided to pursue her university degree, she had a diploma in Social Work and had many years of working experiences as a social worker.

When asked about her decision to get into social work and then change into the educational field, Mary smiled and told me that her original plan was to pursue computer science in grade 12. But her advice councilor persuaded her to study social work because it is "more for women". In retrospect, Mary thought that the advice really reflected the gender discrimination in her high school 14 years ago.

In terms of her interest in teaching, Mary attributes it to one of her sociology teachers at the university for her enthusiasm and openness to different perspectives. She said:

> *...When I went to school, you only saw things from one perspective. Like we never explored anything else which is just like: this is the way it is; don't question it, just learn it. But she was not like that. She explored different areas that was something very new to me learning like that. So I got pretty excited about learning and teaching. I just thought if I could be like her and reach people the way she reached me, I think that would be pretty neat.* (Mary, Conversation 1)

Like Sharon, Mary had her first exposure to global education in Educational Foundations 360. Before taking this class, she had never heard of global education. But

Mary felt that she had encountered different global issues from the courses other than educational courses, for example, geography, anthropology and political science and so on.

Mary had done her practicum II in an all native inner city school in which she taught Social Studies and a little bit Maths. In her early 30s, Mary is the wife of a professional.

Mike

I got to know Mike through one of the graduate students in the department of Educational Foundations, who happened to teach Mike at the time. Through the permission of this graduate student, I went to his class and introduced myself and my research and asked for volunteers. Mike was willing to participate in the study.

In his early 20s, Mike was in his fourth year of undergraduate studies with a major in Social Studies and a minor in Physical Education. Mike had done both of his practicums when we met in which he taught Physical Education and Social Studies 10 and 20 respectively. For the last couple of years, Mike had been coaching volleyball.

In terms of global education, Mike mentioned that he had heard of the term because in Social 20 and 30 there are five units on global issues. But as a student teacher, he had not really taken any course particularly on global education. However, he had taken some of the courses with global perspectives. In addition, Mike attended a teacher convention in Edmonton in the spring of 1993 in which two sessions of global education were offered. It was in those sessions that Mike was exposed to various teaching materials on global education as well as different organizations.

Unfortunately, we did not talk about Mike's family background. However, Mike mentioned that he voted for the Reform Party and he liked some of the ideas of the Conservative Party.

Don

I knew Don through one of the graduate students in the Department of Educational Foundations who was teaching Don in one of the Educational Foundations courses. I went to their class and asked for volunteers for my research, Don came over to me and said that he was interested in my study.

Don was in his after degree program in the Faculty of Education after getting a B.A. in history at the University of Saskatchewan and taking some courses in the Department of Anthropology at the University of Alberta. His original plan was to get a Masters Degree in Anthropology but he changed his mind later and enrolled in the after degree program in secondary education. Don's major is Social Studies with a minor in English. He had done both of his practicums in which he taught English 23 & 33 and Social Studies 20 & 30 respectively.

In his late 20s, Don mentioned that he came from a middle-class family. Graduating from a private high school where students were all from Anglo-Saxon background, Don felt that he lacked the exposure to different cultures. He had some international experiences by taking some business trips with his brother to some of the countries in South America and Asia. In addition, he attended several film festivals related to global issues and understandings.

Lynn

Lynn, like Mary and Sharon was taking Educational Foundations 360 at the time of research. She is a third year student majoring in Social Studies with a minor in Intercultural Education. Lynn had a diploma in petroleum engineering technology and worked for a number of years before she decided to go back to university.

Lynn was from a middle-class family. She used to own a farm in Northern Alberta with her husband. Now, she is a single parent with two kids while going to university as a full-time student. Lynn is busy all the time because she has to run around between the family, children and school.

Lynn had done both of her practicums. Her second practicum was in the same native school where Mary went. Regarding global education, Lynn stated that she has taken some courses which were more or less related to global education. Particularly, she pointed out Educational Foundations 360 which she thought, was very helpful to come across many global issues relevant to her future teaching of Social Studies.

Joyce

I knew Joyce through one of the courses, Ed. Foundations 401: Global Education-Issues and Strategies for Teachers that we took together in 1992. I talked to her one day regarding my research and asked if she would be willing to be one of the participants. She accepted my "invitation" immediately.

In her early 40s, Joyce grew up on a farm. She was raised in a household where both of her parents taught her that everyone is equal no matter who they are. She had owned and worked on her farm for over five years before she went back to university. At the time of research, she was ready to graduate as a holder of B.Ed. majoring in Social Studies with a minor in Intercultural Education. She had done all of her practicums. She taught in the same native school as Mary and Lynn during her second practicum. She had been volunteering in that school and probably will work there as a full-time teacher when graduating.

Joyce is a mother of two children.

Eric

I knew Eric through another graduate student in the Department of Educational Foundations who was teaching Eric at the time. I went to his class and asked for volunteers of my research, Eric was very interested in my research and became one of the participants later.

Eric was in his fourth year of undergraduate studies. He majored in Social Studies with a minor in Physical Education. He had done the required practicums and planned to graduate in the April of 1994.

In his early 30s, Eric and his wife have a young girl. Eric had not heard much about global education nor global education courses. He mentioned that he had taken courses on cultural geography through which he was exposed to the issues of how the West influenced the other countries, and the inappropriate technologies provided to the Third World countries. Eric used to be a peace keeper in the army in one of the Middle East countries.

Dave

Dave was one of the students who were studying Educational Foundations 360 at the time of research. Like other participants, he was interested in the study and became a member of the research team.

Dave is in his fourth year of studies, He majored in Social Studies with an English minor. Growing up in a 'traditional' EuroAnglo-Saxon family, Dave feels that his attitudes and behaviors have changed as he keeps up with what is going on in the world. He had a lot of experiences of volunteering in the school over the past five years. He also lobbied for recycling the Christmas trees in his town. As a result, 5,000 Christmas trees were recycled.

Dave came from a multicultural high school and he had encountered people from different cultural and ethnic backgrounds.

In his early 40s, Dave is a father of two children. In his spare time, he works as a construction worker.

Jim

Through the introduction of one of my undergraduate friends, Jim came to me as a volunteer of the study.

Jim is now in his last year of after degree program in the Faculty of Education at the University of Alberta. He had his first degree (B.A.) in Economics with a minor in Sociology. He had done all the required practicums.

Jim did not take any particular global education class. However, he has a very strong background in economics, history, geography, and other social studies areas. He also likes to read newspapers and is curious about what is happening around the world.

Jim has not had many volunteer experiences. He majors in Social Studies with a minor in English. Jim is in his late 20s.

The Context of Investigation

The following section attempts to provide the context within which this study was conducted. In particular, since this research is about global education and student preparation, the understanding of the teacher education program, the courses related to global education which students may be able to take in the university is the prerequisite element in considering and hence initiating this study.

Teacher Education Program

The teacher education program in the Faculty of Education of the University of Alberta is based upon required and optional courses together with three practicums. Secondary Education students choose a major and minor area of teaching specialization. The major field requires forty-two credits consisting of three and six credit courses and the minor requires eighteen credits in total; which must be taken at specific times during the four-year teacher education program (University of Alberta Calendar, 1994/1995:137). Students also choose from courses in Educational Foundations (one full course), Educational Psychology (one full course) and Educational Administration (one

full course). The program also has five full-year optional courses with one education option course. The required portion of the program focuses on the historical, psychological and administrative contexts of education and the student's chosen specialization major and minor.

The practicum courses are designed to be taken in the first, third and fourth years of the faculty's program. Education practicum (EDFXP) 151, "Introduction to the study of teaching" (University of Alberta 1988/1989 Calendar, F27), is the first-year course. This program is an examination of the classroom, during which student teachers observe and discuss an actual classroom situation. The assigned observations are drawn from the supplied university handbook.

Education Practicum (EDFXP) 353, "Student Teaching in the Secondary School II" (University of Alberta, 1988/89 Calendar, F27), is the second component, usually taken in the third year for 4 weeks. The student teacher teaches single lessons in their minor developed with the cooperating teacher. The student is expected to teach the class for that lesson and takes on all the responsibilities associated with the lesson. Most student teachers have their first teaching experience in the classroom during this practicum and are evaluated as to their having the qualities to become a certified teacher.

Many qualities are examined and reported upon by the cooperating teacher; they are listed on a standardized form included in the practicum handbook (Field Services, University of Alberta, p.34).

Education Practicum (EDFXP) 355/356 or 370, "Student Teaching in the Secondary School III" is the third or fourth year phase III student teaching course. During the 8 week practicum, the students teach courses in their major area.

In addition, the Faculty of Education offers BEd/AD (after degree) program to prepare holders of approaved degrees for the Professional Teaching Certificate issued by the Alberta Department of Education. Students enrolled in the Secondary Education of the

BEd/AD program are required to take four-term studies together with two practicums, i.e., EDFXP 353 and EDFXP 355/356. (University of Alberta Calendar, 1995/96).

Global Education at the University of Alberta

In 1993, the International Center at the University of Alberta conducted a survey on nearly 5,000 courses offered by close to 100 departments in 16 Faculties in terms of the components of global perspectives and themes. As a result, a Directory of Resources for a Global Education at the University of Alberta was compiled listing all the courses related to global perspectives in different departments at the University of Alberta.

According to this directory, there are some courses and degrees which can be referred to the possible global perspectives. Examining course by course in different department under the social, cultural, ethical, spiritual, political, economic, and environmental dimensions of "sustainable development" and global justice, the compilers discovered over 100 course offerings from a variety of departments and faculties and many extra-curricular educational opportunities on the campus which would promote global understandings in one way or another. Those courses are scattered in such Faculty as Agricultural and Forestry; Arts; Business; Dentistry; Education; Engineering; Home Economics; Law; Medicine; Native Studies; Nursing; Pharmacy; Physical Education and Recreation; Rehabilitation Medicine; Saint-Jean and Science.

In the degree programs, the Faculty of Education offers. and Ph.D. in International/Intercultural Education; the Faculty of Home Economic has a new B.Sc. in Human Ecology; Faculty of Art has a BA. program in East Asian Studies; and Agriculture and Forestry has a new B.Sc. in Environmental and Conservation Sciences. In terms of specialization (honors, majors, focus areas), there is the Faculty of Home Economics' major in Textiles, Clothing and Culture; the Faculty of Business' major in International Business; the Faculty of Education's focus areas of Environmental Studies,

Intercultural Education and English as a Second Language. The Faculty of Science also offers both honors and specialization programs in Environmental Biology.

Even though elements and courses exist on the campus, in general, global education and perspectives are relatively invisible among the university curriculum offerings. Part of the problem is that all the courses and elements with global perspectives are not under a coherent curricular structure and scattered among disciplines which contributes to the invisibility of global perspectives. The problem of the scattered nature of courses with global perspectives makes it difficult for students to have a strong global education focus. Furthermore, as earlier discussed, different paradigms on global education prevail among analysts and academics. The Directory of Resources for a Global Education does not clearly assist students in identifying the underpinning paradigms of each course claiming to be educating about global perspectives. However, it is pertinent to note that the conceptual introduction of the Directory alerts users to the existence of alternative paradigm of global education. (p. 10pf)

For Secondary Education students, excluding the education option courses, they would have only four option courses to make. Whether they would choose courses with global perspectives is another question. For those who major in Social Studies, with twelve required courses in the area of history, political science, economics, geography, sociology, and so on, the chances of getting some exposures to the global education and perspectives, thus, are higher than the other students.

However, what do the Social Studies major know about global education? What kind of attitudes, skills and knowledge do they have to teach global education? What does the program do to help them grasp knowledge, skills and attitudes necessary for teaching global education? What do they think about the teacher education program regarding global education? What needs to be done to improve the teacher education program?

It is those questions that I would like to turn to explore in the next two chapters to understand the "understandings" of nine different individual student teachers majoring in Social Studies in the Secondary route.

Chapter 3

Global Understanding

This chapter together with chapter 4 presents the themes as well as the analysis emerged from the conversations with nine student participants in this study. The intent of this chapter as well as chapter 4 is to present the reader with both a descriptive and an interpretive analysis of the participants' perception of global education, their understanding of various global issues, their attitudes and skills of teaching global education, and their thoughts on the university teacher education program as well as the larger issues that arise from such a discussion. Various sub-themes are presented within each theme to highlight the issues surfacing from the conversations.

In this chapter, participants' perceptions of global education and their understanding of global issues will be explored.

Perceptions of Global Education

Many similarities in the response become evident as the students described the meaning of global education. The meaning they expressed reflects their understanding of global education as well as their attitudes towards the purpose of teaching global education.

Interdependence of the World

When talking about global education, all the student participants pointed out the fact that we are living in an interdependent world. Nations and peoples are closely linked in a variety of ways, including through religion, science, ethnic heritage, trade, communication systems, and transnational corporations. This interdependent nature of the world becomes the first step for the participants to define as well as understand global education. As Eric put it:

> *I think it [global education] is important. The term 'global community', you know, the network that we have, the communication that works out there, it is a lot and social and economic [aspects] these days, you know. I think it is important. Also things like the green house effect, affects everyone. So you can't just be in your little shadow in Edmonton. So I think it is relevant. It is important.* (Eric, Conversation 2)

Similarly, other students also stressed the impact of the global interdependence. Lynn said:

> *... I believe in, I think that the world is getting smaller and the future is going to look really different. In the future, it is going to be more of area of blocks and I think that people and students are teaching people they need to be more aware of different life styles, different people and that the colonial imperialistic attitude that I was educated on was wrong. And they need to be more open-minded and that white or Western or whatever is not always right and it is not the way of life. Also, that we have to be more aware of the degradation of the earth and we are trying to stay away from materialistic value. But I think as a society, like a North American society... we have to realize what kind of problem it creates for other country where the money sold in and sold out and all kinds of staffs are very good too.* (Lynn, Conversation 1)

Joyce, took a very critical stand by saying that

> *Whole globally, everything is so interrelated that we have to understand that we are part of that interrelateness ... As a Canadian, [we] are part of the world... We are really depending on what goes on in the rest of the world... Something we do at home, makes a difference globally.* (Joyce, Conversation 2)

These students' comments seem to summarize one point that the interdependent nature of the world requires students to understand that this relationship affects each one of us on the earth- what we do can make an impact on the others and vice versa. As Selby (1993:19) put it, "global education... emphasizes the concept of interdependence and the need to see contemporary issues in a global context." Global education, "meets the times, and requirements of the students" by helping students understand this interdependence. Thus, the students all felt it is important to teach global education to the students.

At the glimpse, it seems that all the students understood the importance of global education. However, when examined deeply, a couple of students' responses reveal a different picture of their perceptions as well as understandings. Mike made comments such as: "we should be concerned about what happened in other countries is basically going to be affecting all of us."; "Third World development is very important because our

tax money is being spent places like that."; "How things going on in other places of the world affect us in Canada and in Alberta." His comments seem to suggest that the world problems and crises would affect people in Canada and cause "instabilities" since we are all interrelated. Therefore, we should be aware of those problems in other parts of the world in order to 'protect' Canadians from those crises.

Jim's comment seems to reflect this self-centered interest even clear. He said:

> *I mean people have to understand that, like the fact that the people are poor in the Third World countries are affecting us, because the companies will go and invest in the Third World countries because of the cheap jobs, and you might wonder you cannot get a job, so to say that everything is acting in isolation is a kind of scary way to think and one sort of way to help students see that is that you don't have to imagine [interdependence] because that is the way it is...* (Jim, Conversation 1)

The bottom line here is to protect selfish interest from the world problems without seriously questioning the root causes and exploitive nature of those problems. Lost in this understanding is the sense for social justice and emancipation as Toh (1993) put it:

> ...the problem and issue is not that we are simply connected or dependent upon each other. We need to query the *quality* and *history* of those interconnections and interdependencies... Selfish-interest is the bottom line and those already well-off in the planetary hierarchy require understanding of world affairs in order to cope with the problems of system disequilibria. (Toh, 1993:10)

Components of Global Education

> Education, without careful consideration of the interrelationships and integration of all levels of social organization and the natural environment as the context for the development of the human person, cannot educate for true integrity, and certainly not for authentic wholeness. (Reardon, 1988:58)

What Reardon calls for is the holistic understanding of global issues and problems, i.e., global issues are profoundly interlocking in nature and that neither problems nor solutions can be conceived of within simple linear cause(s) and effect(s) frameworks. Global education should help students to confront reality, not so much problem by problem, but as a set of interrelated problems or "problem clusters"- clusters of issues, concerns, and conflicts that are interdependent on each other. (Also see Selby, 1993)

Similarly, Toh (1987) also stresses the importance of holistic understanding of global issues and problems. In his words,

> Although peace education[global education] covers diverse issues, learners should not acquire only a fragmented understanding of conflict and violence. To be effective, proposed resolution of peace have to take into account the dynamic relationships which connect various levels and kinds of conflicts. (Toh, 1987:29)

He thus suggests for holistic understanding of global issues that transcend personal, local, national and global levels with different dimensions.

During the conversations, even though students could not exactly explain the components of global education, the majority of students could point out terms such as "development education", "human rights education", "environmental education" and "multicultural education". It is interesting, however, to find out that these students frequently discussed the importance of preservation of our environment when giving the example of "globalness". For all of them, environmental issues are certainly a central component of global education as one student commented: "... it is part of the big picture. If it is affecting the environment, it is going to affect all of us. " Joyce explained the fact that why environmental issues is popular among students and teachers by saying:

> *Because I think the environmental issues is something you are dealing with trees, waters. It is Okay to talk about it in the classroom while the people issue, you really have to watch what you were saying, be careful how you are saying it...* (Joyce, Conversation 1)

Others contribute their environmental awareness to Canadian social environment where the public are generally concerned about environmental issues.

Several students could point out that studying global issues has to take local issues or dimensions into considerations. Global problems are not just happening in the global level but also in local and national level as well. As Mary put it:

> *If you look at the Third World, the exploitation of labor and everything else, that really all paralyzed what goes on in our country as well and things like when the immigrants or migrant workers come here, like positions they end up getting are not paralyzed to their education at all...* (Mary, Conversation 1)

Don also commented on this by saying:

> *A lot of kids see global issues as something that is outside of their home... yet examples of poverty, violence against women, against children are not something overseas. It is part of the problem of global issues.* (Don, Conversation 3)

Joyce elaborated this point by pointing out:

> *One of the big issues that I think they should know about, is this existing disparity in our world and within Canada and North America. Like it is not just on the global level, I think that should be brought out because I think a lot of people are not aware of it... the disparity, the historical circumstances, and the fact that they have views and opinions and rights that transcend the global political system that we are living.* (Joyce, Conversation 2)

Students who took Educational Foundations 360 with a professor committed to global education all commented that they had the chance to see the interconnection of various issues from social, economic, and political aspects. As Mary stated:

> *...[A]t first, I thought it [global education] was just learning different places and how they are but I did not think it was involved like [so much interrelated]... because when I think global education now, I think of how we affect other places like we are all interrelated and how politically, economically, and socially we touch other countries and how they touch us.* (Mary, Conversation 1)

For others, this interconnection was not obvious. In other words, the majority could point out the interconnection of various issues, for some, global issues are rather understood as segments and pieces. By doing so, the sense of "wholeness" has been lost since the problems and issues are all interrelated.

Why Teach Global Education?

While all the students feel it is important to teach global education, their opinions regarding the purpose of implementation of global education remain different. In general, the student participants seem to share three different opinions.

One opinion is that global education helps increase students' awareness of other cultures and places so that they could compete successfully in Canada and in the global level. In this sense, global awareness is actually for "global competitiveness". By learning global perspectives, students would become better business people. Eric, for instance, stressed that "we need to compete because of the scarcity of the resources. It is

not just in Canada but on the global scale." Similarly, Dave elaborated this point by giving an example of studying on Japan. He said:

> *...Everybody is competing on an equal field... so people have to realize that people in Japan have the same goals we do. They want things in life, they want to work, they want money, they want to have good. So they are not doing to hurt us, they are doing to better themselves. So there are more people to understand that in the classroom and become aware of the part of the culture that is different. They will understand why they respond in another way. What is considered to be courtesy, what is rude... If the consumerism and providing top quality goods [are the goals of the world market], if you are going to tell your students to make more of it, I think your students maybe will take the knowledge in the unit and make their own decisions on it.* (Dave, Conversation 1)

In addition, Dave also pointed out the importance of infusing global perspectives into different subjects in order to be competitive Taking maths for example, Dave said:

> *People have to understand maths is not as simple as on paper but means a lot bigger thing: job opportunities, competing in the global market. And people are not teaching that. They are teaching in a micro sense instead of macro. That is why they have to expand it [to make it more global].* (Dave, Conversation 1)

Another opinion addresses that global education helps students understand different parts of the world in terms of culture, politics, economics and values. Also, it promotes awareness of various issues and problems among the students. Don's and Mary's comments represent this opinion. Don said:

> *As far as global education, I can see exactly [what] it is. It is an education to get people skills to cope with the world problems in their mind, not necessarily do something, but cope with the world problems in their mind so they can cope with the problems themselves and understand the problem...doing issues like global issues [it] can bring a lot of outside knowledge and educate children.* (Don, Conversation 2)

Mary also commented that "I think just being aware of different issues... Basically, it [global education] teaches students to get some kind of awareness."

A few students hold the opinion that global education not only promotes awareness of different cultures, politics and economics as well as global problems and issues but also it teaches students to be more open-minded and to have the desire and motivation for a better world. Lynn, for example, pointed out that students should be able to break down the ethnocentrism and to see and understand different points of views and different

people and cultures. In doing so, students may see that although there are differences among people and cultures, more similarities exist. In her words,

> *...[Global education] gets students more aware that they are small part of life but they are part of this life, the world, the earth and be more aware although there are differences between people and cultures, much more similarities that people all over the world share in terms of values, opinions and rights.* (Lynn, Conversation 1)

She continued by saying :

> *I think people and students need to be more aware of different lifestyles, different people and that the colonial imperialistic attitude that I was educated on was wrong and they need to be more open-minded that white or Western or whatever is not always right and it is not the way of life... We have to get them to be good people, to be thinking people, to be caring people, to get them to have the desire, the motivation to actually change something, to empower them to go out and do something :o change.* (Lynn, Conversation 1)

Joyce also agreed that global education promotes awareness among students that what we do and buy can make a difference to people in other parts of the world and thus may help build a more egalitarian global village. As she put it:

> *I think it is just awareness, awareness as an individual in Canada, you can make differences of a person's life in Mozambican or places you can never hear of just by what you buy everyday, what you eat whether you pollute the ocean here in Canada will make differences around the world... I personally believe we have to give up a bit of our standard of living to allow more peaceful existence in the whole world...* (Joyce, Conversation 1)

These students' opinions seem to reflect the evolving process from conservatively cultural studies to liberal openness to the transformative understanding. Their responses certainly reveal that students held different attitudes regarding the ultimate purpose of global education. Their responses also support what Richardon (1974) addressed that all educational choices were really political choices with the underlying particular ideology.

In Selby's terms, these students' three different opinions fall into three contending paradigms of global education, i.e., the conservative/conformative paradigm which basically seeks to maintain the status quo by learning different cultures, values and politics; the reformist/liberal paradigm which attempts to reform but not radically alter the system with the open-minded attitudes; the transformative paradigm which aims at thorough change of the system and the agency by combining understanding with action.

(Selby, 1993:7) The major difference that sets the third group of students apart from others is the sense of commitment for social justice as revealed in one student's comment:

> *Globally just means taking responsibility for your place and all of it, you know, when I read and I see people are starving to death in the country, am I being responsible when I can consume massive amount of processed food that can be saved for somebody else? Everything we do here has effect on the Third World. ...the more dollar that I have in my pocket, the less somebody else is going to have in theirs.* (Joyce, Conversation 1)

Without this sense of commitment and compassion, the real purpose of global education and the role of the teachers in teaching global education remain questionable.

Understanding of Global Issues

During the discussion, the participants shared their understanding of some of the global issues. Although the term "global education" and relevant themes may not be clear to the participants, their responses to different global issues will help clarify their preparation for teaching global education. The similarities among each individual are evident on different subjects. However, vast difference exists. In this section, their comments on the global issues have been grouped under different topics, namely, development, aid, cultural understanding, militarization, environment, and peace.

Development

The symptoms and characteristics of underdevelopment are by now well known: poverty and deprivation; the North-South and rich-poor gaps; homelessness; health deficiencies; unemployment and underemployment; economic stagnation; the debt crisis; political instabilities; and other problems which compound human suffering and lack of basic needs.

However, when addressing the issue of development and underdevelopment in terms of "causes" and "solutions", rather divergent world views or paradigms emerge. The two prevailing major paradigms in looking at underdevelopment and development are: the

modernization paradigm which is endorsed by most governments, large international agencies (e.g. World Bank, IMF), and a significant body of social scientists "expert" in development studies and an alternative, critical paradigm in the name of dependency, world-systems or PEACE (Toh, 1987) which seeks in practice and theory to build a more peaceful and just world order.

Modernization paradigm suggests the sphere of value orientation as the key to understanding why some societies and countries advance while others remain backward. This school argues that "modernization" can and will be effected when and if the appropriate values, attitudes, institutions and technology from the modern and industrialized sector are passed on (diffused) to the traditional section. (Allahar, 1989:72). Underlying the modernization school is the Eurocentric model of development with the belief that development proceeds from an early traditional stage toward a terminal "advanced" one based on development in the West.

In contrast, the alternative and critical paradigm, criticizes the bias of modernization analysis for it takes the structure and form of advanced capitalist societies as unquestioned givens and ideal expressions of development. It therefore calls for appropriate development which is based on meeting the basic needs of people. It means humanistic, democratic, egalitarian and self-reliant development. (Jorge, 1989; Amin, 1976; Toh, 1987).

During our discussions, the researcher asked questions such as : Why are the Third World or South countries underdeveloped? What are the solutions or strategies for the Third World or South countries to overcome problems of underdevelopment? In addressing these questions, the participants' responses showed their understanding which lead to different paradigms of development. The following responses represent contrasting opinions commented by nine students. They are not necessarily each individual's response. However, the following section highlights different opinions reflected through conversations.

"It seems to be a game which they don't really understand the rules."

When asked about his opinion on development, Mike commented that the traditional cultures and values held by the people in the Third World countries prevent those countries from developing or catching up with the West. He said:

> *...The type of world that we are living really does not suit some Third World cultures very well. It seems to be a game which they don't really understand the rules. You need that knowledge because I mean the rules have changed. A lot of cultures have [the] value of large families and it has been like that because they reared a lot of kids in order to survive. I mean, parents need a large family. The more children they have, the more food they produce, and more money they can bring in, and you have to have a lot of children because some of them are dying because of poor condition. [The] problem though is that... your population grows like crazy and I think you have more and more people competing for fewer and fewer resources and that is a problem. You know, so it is hard to break that cycle because it is very ingrained. You know, in the culture, in the values, in their head... All these people, you could never produce more but even still, I don't know if you can produce more because that would take a lot of money just to train people to change their ideas and their values and the way they were, it is really up to a battle...* (Mike, Conversation 1)

Thus, he implies that the overpopulation due to the traditional values caused the problem of underdevelopment of the Third World counties. In order to develop, these Third World countries should either change their way of thinking, for example, to have the smaller family and to control their population; or to get money as well as the skilled and educated people with the "proper value". In his words;

> *...You need people to go there, they are expertise. But I mean, you need some people, maybe anthropologists to change the way they think... Basically, the world operates on one system, basically Capitalism, and it is hard for those countries in Africa, developing countries or underdeveloped countries to compete with countries like in Europe or Northern America. One because they have different values, two they don't have any money, they don't have the people; they don't have trained or skilled, knowledge people [who] can go out... and turn the things around.* (Mike, Conversation 1)

What he meant is that "development" means "competing" or catching up with "countries like in Europe or Northern America"- the so-called "developed countries". The root cause of underdevelopment basically, is over-population, or "too many people". Hence, Third World countries should curb their rates of population growth, change the values of big family, get "expertise" and money from developed countries and try to "turn

the things around". Eric also supported this idea by saying that "I guess education will be the start. As far as [for] education, more doctors, more engineers, more scientists. They can probably get that from the first world countries."

This opinion typically represents the modernization paradigm in terms of development and underdevelopment. From the critical perspective, what is problematic here is the ethnocentric bias of modernization analysis that puts the Western values and model of development as the following route, which totally ignores the historical and structural factors of underdevelopment, for example, the colonial influence and international relationships, as well as the issues of power and privilege, both on a world scale and within nations. The empirical evidence indicates that underdevelopment is not caused per se by 'overpopulation'. As Commoner (1975) aptly argued, we should be concerned with "how poverty breeds overpopulation and not the other way around." Furthermore, the difficulties faced in the Third World are not due to the ineptitude of the people. Rather it is because their methods of subsistence have been disrupted by Western influences (The New Internationalist, 1992).

"It does not necessarily have to be the Western Model."

The majority of students involved in this research strongly agreed that Modernization model of development would not work for the Third World countries. Indeed, it is rather ethnocentric to pinpoint what the other countries should do to develop. When asked about the opinion on development, Mary said:

> *I took a political science course this summer that focused on that [development] and... Modernization and the impact of that. I think that we have to understand the other places that maintain the values or customs, trying to think of a good word, that we should not judge and a lot of our people like Western people went in and tried to say 'well, this is how you are going to do- the only way that you can do well is if you take on our perspectives and our methods.' That really is not going to work at all...When I think of the Modernization development, it can be pretty ethnocentric like we think our ways are the best ways and that in order to have development or modernization that you have to limit certain traditional practices and I don't think that is right... I think that we should, anyone that goes over and tries to assist Third*

> *World countries should really try and work with the people and not tell them this is the way.* (Mary, Conversation 1)

Mary's opinion that development does not necessarily have to be Western model was shared by several other students who agreed that there was too much emphasis on the West of the North in defining the development of the Third World. Lynn commented that the Third World countries were 'developing' now because of the multinational corporations and their rich resources. However, she felt that the Third World countries were not being developed the way that they should be because what is going on there is not relevant to the people and the development model was imposed upon them by the developed countries. Thus, she criticized the whole situation by saying:

> *I don't think the Third World is being developed the way it should be because I think that should come from within and it should be relevant to the people. I think they need to [be] fill[ed] with peace because they live with the multinational corporations on the North and they are expecting to get resources, and destroying the lands and pollution and people, it is becoming a big problem[s]. They are further behind. I think there is too much emphasis on the West or North from education to the jobs to anything...* (Lynn, Conversation 2)

In addition to criticizing the transnational corporations for their exploiting nature and Western model of development, Lynn further stressed that development has to be "appropriate".

Similar to what Lynn had said, Joyce, Don and Eric also pointed out that development has to be appropriate to the people and countries. Don mentioned that people in the Third World countries should decide how to develop and what to develop themselves. Joyce elaborated her point by focusing on the appropriate technology. She said:

> *I think... appropriate technology has to be pushed further. Well, as much as more than it is...Development is geared itself now towards appropriate technology rather than what we think the right technology. What is appropriate for the country and the population it is serving , which I really agree with...* (Joyce, Conversation 2)

From the comments made by these students, it seems that most students took very critical stands towards the Modernization paradigm of development supported by most of the industrialized North countries and agencies. In general, they felt that Third World

countries should develop on their own terms and in the way that is appropriate to the needs of the people. This opinion clearly reflects what the PEACE paradigm or critical model of development has argued for, i.e., the relevant and appropriate development which meets the needs of the people.

"They know what to do, they just have to be allowed to do it."

In addressing the meaning of development for the Third World countries, some students went even further by critically analyzing the structural and historical factors that may attribute to the underdevelopment of some of the countries. Jim, for example, pointed out that the Western model may not be appropriate. Also he summarized the historical relationship between the developing countries and the industrialized countries. He commented that the industrialized/North countries are exploiting cheap labors and resources from developing countries while exporting technologies and supplying aids that are not relevant to the basic needs of the people. The consequence is that the developing countries are getting poorer and poorer. His opinion was clearly represented when he described an incidence happened in one of his political science classes. He said:

> *We had a little blur on global economy, right. This one person in my class said, 'why don't we go over there and do it for them? We know what we have to do, why don't we go over there?' I told him, 'look, for the last how many hundreds of years, we have been doing that, all has not made them better-off.' I said, ' they know what to do, they just have to be allowed to do it.' You know, a lot of Third World countries, all they have to offer is resources and cheap labors, right? When they try to move out of cheap labors or something, there is both economic and political resistance. Development means people are better developed so as soon as they want better development, they sent army in. That is not usually the development is supposed to be...* (Jim, Conversation 1)

Don, on the other hand, looked at the internal structures of the Third World countries by pointing out that so-called 'development' only benefits certain elites in those countries. In order for the Third World countries to develop, the whole structure and the "trickle-down" model of development has to be broken down. Yet, he argued that in Canada, it may help stimulate business and make money by trickling down. International

competition would not be necessarily negative on the Third World countries since it might attract some of the big businesses from the industrialized countries and thus, some economic opportunities can be created in the Third World countries. He argued:

> *The whole structure has to be broken down... There is not much left by trickling down. ...You have to inject money in a lower level, to the poorer. In Canada, we are well structured, "trickle-down" may help here... My opinion of how you get things improved in Canada is to stimulate business and get business to employ more people and make more money, spend, get things circulating... The bigger national company will definitely choose what country they go to, they are going to go to the cheapest country. But you know, it will hurt Canadians... Competition might actually help with the Third World countries because the big companies will walk in but then again, they will go back to imperial days when they only produce one or a few products. They might get increased debts.* (Don, Conversation 2)

While explaining that the trickle-down system is bad, Don seems to suggest that in the highly industrialized countries such as Canada, it is all right to have trickle-down model. In other words, it seems unproblematic to have the disparities between the rich and poor in Canada. Any type of business exploitation would be legitimate as long as it is making money. While it is not surprising for Don to make such a comment due to his background as a business person, however, his comment falls into a very narrow and selfish point of view. After all, is money the priority or human needs? Is growth more important than equity?

Overall, from analyzing the conversations with nine participants in looking at the issue of development and underdevelopment, it brought attention to the researcher that students held contradictory and different opinions regarding the meaning of development, the causes and solutions of underdevelopment. The majority of students could point out the shortcomings of the modernization paradigm of development and succinctly criticized the notion that Third World countries should develop based on the Western model. They stressed that development should be appropriate to meeting the needs of the people and it does not necessarily have to be the Western model. A couple of students took a "mixed" view . They did not seem to agree with the attitude of imposing the Western model upon other countries. Yet, at the same time, they pointed out that in the industrialized countries,

growth should be over equality. This attitude was clearly reflected through Don's comment that trickle-down is useful in Canada. However, what these students are neglecting is the fact that poverty and violence are not something that is only happening in the Third World countries. They are also the characteristics of western society. By supporting the existing status quo, which is making money and profits at the expense of others, this elites point of view is indeed, very narrow and biased.

In general, only one student held a strong opinion that the Third World countries should follow the modernization model of development. The causes of underdevelopment were related to overpopulation which was stemmed from traditional values that are no longer suitable. The solutions, therefore, according to this student, are to change the values of people as well as get money and expertise from the industrialized countries. Even though only one student showed this biased attitude towards Third World development, it does, however, reflect that ignorance and stereotype is still a phenomena that teachers have to face with and be critically aware of.

Aid

Foreign aid is an important factor in relationships between Third World countries and advanced industrialized states. The modernization school generally looks at foreign aid as beneficial of Third World countries in the form of capital, technology, expertise, food and military. However, much of this rich nation aid is not free, often aid comes in loans or with other interests. More fundamentally, as the PEACE paradigm or critical school has pointed out, aid is usually established along assumptions of gain and the protection of the donors' interests. "Many of which have not been in the best interests of indigenous populations, their cultures or environments." (Seidel, 1993:40)

To look at the issue of aid program will certainly help the researcher find out the attitudes and values held by the participants regarding the role of aid. Most participants had exposures to the issues regarding the aid program from different courses they took in

the Social Studies program. In terms of aid program, students in general shared three different opinions.

The majority described aid program as necessary but needed to be restructured to be relevant. Two students felt that aid program was necessary to prevent further problems and there were some benefits to Canadians such as job opportunities and businesses. One student commented that even though aid is necessary, Canadians should come first when it comes to government spending on programs. In addition, a couple of students pointed out that with the cut back, it is a difficult decision to make whether we should send aid or we should look after Canadians first. In general, the students agreed that aid was still a type of business deal for most of the donors- to make profits by providing aid.

"Aid is necessary but should be relevant."

Students who hold this opinion felt that many aid programs were very ethnocentric in terms of forcing the Third World countries to follow the Western route of development with no regard for the people's basic needs and their realities. They agreed that the West should help the Third World countries by means of aid. However, the aid should be relevant to the basic needs of the people. Jim criticized the type of aid programs which are not relevant to the needs of the people. He said:

> *They sent those big tractors, like in Latin America, the size of farms are very small. The Americans had access to tractors, fairly big tractors that they use on 160 acres farms when they have 10 acres farms in Southern America. They sent them those tractors and said "here you go." What is for? One thing it does is help create jobs in America because you see these factories that make the tractors could not get rid of the tractors, they have to lay people off. By using this aid, [they] sent the tractors down to South America for 'helping' them. It is all kinds of politics tied with aid. And you know, we will give you this much money as long as you guarantee buy so many cars from Canadian manufactures... It got to the point that it is not too much aid but just powerful greed.* (Jim, Conversation 1)

Lynn, similarly elaborated this point by aptly pointing out that aid programs are "garbage". Some of them are indeed helping the First World at the expense of the Third World. In her words,

> *Some of them are good, but most of them are garbage. They are there to help the First World countries not the Third World...When they say, we will grant you $100,000 dollars to buy Canadian surplus, when they call that aid, that is not aid, that is to get rid of surplus inventory of Canada. In a lot of ways, that type of aid is just helping the First World.* (Lynn, Conversation 2)

Mike also criticized the aid programs provided by the advanced industrialized countries, he said:

> *The problem with a lot of aid programs is that in return for aid, most of countries want some kind of pay back in terms of special trade status or access to markets or cheaper products, things like that. So there is always some kind of given-taken and I see a lot of First World countries providing aid not just for, just out of the kindest heart but in return for something else.* (Mike, Conversation 2)

The type of aid program that students felt appropriate is those that take the realities and needs of the people into consideration. Aid programs "have to adopt for the people" as Mary commented. Some students even went further by challenging government policy on sending aid. Joyce commented that Canadians had to push government to sent appropriate technologies and aid to the Third World countries because " we are creating problems by supporting some of the government policies and activities exploiting Third World countries and resources. We have to be part of the solutions of the Third World problems."

"Canadian should come first when it comes to government spending."

In times of economic stagnation in the North, we often hear that although we would like to, we cannot afford to provide aid to the South because there are people here in Canada in need. One student' opinion simply represents this school of thought. In Don's words,

> *It is a dilemma. It is quite difficult to interpret it. We have people who are starving here but yet we are sending foods to other countries... As far as dealing with Canadian situation, you got to wonder with all the cut back to many social services but we still give aid. I think we should look after Canada first.* (Don, Conversation 2)

However, as Seidel (1993), Jorge (1989) and others have reminded us, the poverty and social problems happening in the South as well as North "represent a global attack on the quality of life of the disempowered regardless of where we live." The bottom line here is not the lack of resources but rather " lack of political will that is the ultimate cause of human neglect both in the North and in the South." (Seidel, 1993:41) When given the fact that one day's military spending in the world could be used to prevent the deaths of 50 million children in one year; the amount spent on military expenditures in 17 days would provide basic health care for all the world's people for one year, it is clear the ultimate problem is "lack of commitment to ensuring the basic needs of the inhabitants of this planet..." Even though only one student made this comment, it shows the common attitude in the society that tends to blame the victim for what the government has done wrong.

"We are helping ourselves."

Two students commented that aid programs have caused some controversies in the country. On the one hand, aid programs created business opportunities and some benefits for Canadians. On the other hand, those millions of dollars can be used in education, paying national debts or creating employment opportunities for Canadians instead of "throwing it down the drain" as Mike commented. However, by reacting now instead of waiting, Canadians are actually taking the steps to prevent unnecessary problems in the future. As Eric put it:

> *The amount we give is pretty minor. If a problem is not taking care of now, 20 years from now, that is worse... If you look at [East] Indian population, you know, if something happens 20 years from now, when there is just not enough room. everybody starts to move out. That will be Okay if they will bring in skills and resources. ... So yes, I would support even I know, we have enormous deficits, but we also have a very high standard of living... I do think so because as somebody's problem can eventually become our problem. We are helping ourselves in a way.* (Eric, Conversation 3)

What he said is the notion of management aid. That is, the Third World problems need to be managed before they become bigger problems which may cause trouble for the industrialized countries in the long run. Otherwise, Canadian's interests would be jeopardized unless we get "skills and resources". It becomes clear that these two students who held the opinion that aid is for protecting Canadian's interests without considering its impact on the other countries, certainly are lacking of compassion and sense of justice.

Furthermore, from their comments, it shows that this group of students does not seem to be aware of the aid programs provided by Canadian government, as Mike commented: "we do, I guess, have some multinational corporations in the Third World countries ...basically extract the resources and in return to get some jobs. [But] I think to a small extent..."

In contrast, as Seidel (1993: 40) investigated, most of Canadian overseas aid has more to do with "the political and economic interests of Canada than they have to do with any development concerns of the recipient country." Indeed, most aid received by the South has ended up being spent on the purchase of goods and services here in Canada. The comment that Canadian aid has exploited the South to a small extent reflects that some students lack of knowledge on the issue of aid and are not aware of the type and purpose of aid that Canadian government has sent to other countries. Without this knowledge and awareness, it would be difficult for these students to help their students understand and challenge the government policy on foreign aid.

Cultural Issues

Many societies today are composed of groups or communities of different cultural, religious and ethnic origins. The intercultural conflicts often result from intolerance and misunderstanding among different groups. Worldwide, many indigenous or cultural communities are struggling for their cultural identities and seeking for their social, cultural and economic equity within their societies. The roots of intercultural conflicts are

often related to the inequities of social, economic and political dimensions of the society as well as structural violence. Global education, in seeking to help students understand the root causes of intercultural conflicts, respect the worth of diverse cultures and strive for social justice for various groups, plays an important role in implementing conflict resolution skills as well as values among the students.

Throughout the conversations, students expressed their opinions on the issues of multicultural education, cultural groups calling for special rights and native issues. Since I, as a researcher identify with a specific cultural minority, the discussion on the cultural issues becomes very interesting. In the following presentation, the students' comments would be illustrated in the order of (a), Multicultural education, and (b), Calling for special rights by cultural groups

Multicultural Education

Among the nine participants, there are five students who talked about the multicultural education. On the one hand, these students agreed that it was good to have a multicultural education in Canada given the reality of multicultural society. On the other hand, they challenged multicultural education for its 'superficiality' by focusing on particular aspects of certain culture such as dance, dress, diet and dialect. By focusing on these aspects, multicultural education actually isolates cultures from other dimensions such as geography, economics, politics and so on. Indeed, it creates more differences than strengths or similarities. In the words of Don:

> *I think it has to be beyond a heritage type of things where kids bring in different types of food in that day and get everybody figure out: Oh, Thai food is very tasty. You have to go beyond that... That is the thing that multicultural education kind of looks down upon because you get multiculturalism in the school, you are getting kids drawing the lines instead of understandings... They are picking out the differences and drawing lines.* (Don, Conversation 1)

Jim also realized that "cultures are neither monolithic, static or autonomous" (Selby, 1993:5). There are many perspectives within a culture and culture is very much on the move. He stated:

> *Like people see culture is like, you know, food, shelter, clothing... Yes, there is a lot difference in an interactive environment. You know, that has been going on for years, this society has created its own solutions to the problems that they see it. To me, that is a broad picture but I don't see as what kind of hat they wear or what kind of shoes they wear... You know the environment shapes the culture, and society shapes the environment. For me, culture is very much tied to geography and economics and all the others.* (Jim, Conversation 1)

Therefore, both Jim and Mary recommended that multicultural education should include economic factors in relation to minority groups and structural violence such as institutional racism. In Mary's words,

> *...I think if we are going to really learn about different cultures, you have to learn the economics that are involved like what happened to minority people economically. Are they discriminated against or else and the structure in society that limit their equality. I think that should be part of multicultural education: institutional racism, state racism, like immigration laws. Just saying you can talk about your own culture and maintain it really does not mean a heck of lot.* (Mary, Conversation 1)

Their comments support what researchers have pointed out that people's realities are full of political, social, economic and cultural complexities which can not and should not be reduced to superficialities and trivialities. Learners need a holistic appreciation of culture. (Banks, 1989; Sarup, 1991; Toh, 1993)

Calling for special rights by cultural groups

During the conversations, the research asked the question, which is, "Is it justified for the cultural groups to call for special rights?" The purpose of this question was to find out the kind of attitudes held by students regarding the cultural rights. Most students had their practicums in a culturally mixed school, particularly, there were three students who taught in an inner city native school during their practicums, the discussion on the cultural issue seems to be very natural for the participants.

"It is important for the cultures to be preserved."

It seems that there are two different opinions held by the participants. The majority of the group felt that it was important to preserve the cultures for different cultural groups. It is justified for those groups to call for special rights or status to ensure their cultures.

Mary, who taught in the native school, shared her opinion on special rights for cultural groups which represents the position held by several other students. She argued:

> *...[I]f you think about the natives, I mean, a lot of people don't think that the natives should have any special status. People told me 'Why do they have a native school?' Well, I think it is important for ...the cultures to be preserved... I guess people just get defensive and they feel like they are losing if someone has special rights and then they will lose their rights. So, that is why they get defensive about it but I think also it is a lot of ignorance. People don't really take the time and find out what is behind the issues. I never find out about the native history until I came to university so if you kind of have an understanding what happened to the culture then you can understand why they want certain things now... the government still has the control on their government, still has control over how the money is spent in the administrations, reserves, I mean, they are not nice, you know. People think 'oh, well, you know, natives they are on their reserves and they can collect welfare.' It really bothers me about that statement. Who said they want to be on welfare, who said that anyone wants to be on welfare, you know, it is not exactly the nicest way to live on your life...* (Mary, Conversation 2)

Don added on this point by saying:

> *They know what to do to compete in the society, just they want to enter the society on their own choice, on their own kind... They have social problems but directly resulted from the way we treated them. We got to get them set up their system governing themselves and entering the white society in their own terms, and accepted as native aboriginal people in our society rather than leave their society and enter ours and treated as third classes. From the day one, natives were the lowest in the society. Most of our attitudes got to change, you got to accept [that] their knowledge, their skills, [and] their attitude is part of us. They have a lot of skills, knowledge but they were just not good enough for so long.* (Don, Conversation 3)

"I think these demands for special rights are a bunch of baloney"

Unlike the above group of students, Mike thought that it created the problem in Canada for it might separate everybody apart by offering special rights or status to cultural groups. He stated:

> *All of us are Canadians whether we have the same background or not. We all have the same situations, the same government and the same law that is something that we all are related to. So, I think that would be the way to go instead of giving*

> *every group something different. That is something else to make them different from the rest of everybody else in Canada and that is going to eventually, you know, goes apart rather than being together. So, I think these demands for special rights are a bunch of baloney and hopefully the government must have coverage to stand up to these groups and say: 'sorry, that is not going to happen.'* (Mike, Conversation 2)

He went on saying that many of the values held by some cultural groups, for example, the native Indians are incompatible with the changing society and the world. Thus, many of their demandings are unrealistic since we are living in an European type of political system. People have to realize that we each other can learn from others. He commented that certain goals can not always be achieved, especially for native Indians. In his view, natives

> *... have to achieve them [goals] within the Anglo-European framework that exists. I still think they are going to achieve a lot of their goals but I think trying to do it on their own is something that is very difficult... It would be better to do it within the existing climate.* (Mike, Conversation 2)

Dave elaborated Mike's point by saying that if the cultural groups want to survive in Canadian society, they have to know how to "fit in" and what to "give up", including the native people. He stated:

> *I think that is what Indian people have to do is that they have to look at themselves and put up with the white men skin, which is basically the capitalism and they have to fit in , they have to take their place and take what they can't. Nobody is going to willingly give up power or mind. It has to be either legislated or taken. It is education if you educate yourself, and fit into certain mood and then you can move up and take... they have to change their way. I hope getting back to the classroom, I think I hope I can tell because I do anticipate a wide variety of backgrounds in my class and I hope that I can create awareness of those of all the students to appreciate everybody but I hope I can also tell the students what is going to take to get out and do it in the sense getting them to think about it...* (Dave, Conversation 1)

From Mike and Dave's comments, it shows that some of the students still held a very elitist point of view by arguing that minority cultural groups should give up part of or all of their cultures and be "assimilated" to the white or "British kind of things" in order to succeed in the society. They assumed that society is sufficiently open that once mainstream values and skills have been acquired, individuals would be able to move up. In other words, institutional and structural racism and injustice is legitimate because the system is not an equal playing field. Other cultural groups have to face the unequal reality

and try to survive. By supporting the existing injustice and inequality, these students indeed are helping penetrate the status quo instead of helping change it (Banks, 1989).The first sentence of the Universal Declaration of Human Rights states, respect for human rights and human dignity "is the foundation of freedom, justice and peace in the world." These students' comment does not in any way reflect their respect for human dignity or sense of justice and compassion. Indeed, it reveals a very racist attitude towards other cultural groups.

Militarization

Worldwide, much destruction, bloodshed and human suffering has resulted, directly and indirectly, from the global epidemic of militarization. Although millions of human beings are desperately in need of food, shelter, education, and other basic needs, government of rich and poor countries continue to squander precious resources on arms and military forces. Merchants and corporations are making a big fortune from arms trade. In many societies, particularly in the Third World, the ruling elites rely on militarized coercion to maintain unequal social and economic systems. Global education challenges the effects of militarization and lobbies for the conversion of arms expenditures into programs which help meet basic human needs.

In looking at the questions such as: "Whose interests are really served by militarization?" "Is arms trade beneficial to the Third World countries?" and "what are the consequences of militarization?", student participants openly and critically discussed their opinions with the researcher.

It seems that with the issue of militarization, students achieved consensus among themselves. They all felt that militarization should be stopped for the reasons that "money spent on arms can be used to help people solve some of the world problems such as hunger and poverty " and "war cannot solve the problems- it is violence against violence." Some of the opinions held by students on militaritzation are:

"Militarization is tied with structural violence."

Students felt that Western companies were taking advantage of military governments around the world to sell their products with no regard to the effects that will have on the populations. Indeed, in the words of Sharon, "we are exporting war." Militarization is tied with structural violence, that is,

> *Look at US., I can go on for hours, but you know, when you think about how much they spend on the military, and how many illiterate people there are and how many homeless people there are in the United States. I mean, here it is the richest country in the world, supposedly, well, it makes absolutely no sense.* (Sharon, Conversation 2)

Dave supported this idea by adding that;

> *I rather see people being fed and clothed than people doing things with military...In America, they have the people living in the street yet they probably have the great military, what do you do? Take care of your people and feed them, or are you ready to kill everybody that cross your ideology of your country...* (Dave, Conversation 1)

"Peace can not be promoted through forces."

When talking about militarization and war, the role of UN. peacekeeping was mentioned several times by different students. It seems that students in general felt it is hard to make a good judgment on the issue. However, they agreed that on the one hand, since there are people suffering from the war, peacekeeping is certainly an important tool to provide those people with supplies. On the other hand, it costs a large amount of money to send troops to the other countries for the peacekeeping role. In addition, some occasions of sending troops to other countries under the name of peacekeeping are problematic and questionable, whether it is for economic or political reasons. In some cases, peacekeeping indeed is interfering with other countries' development. Thus, they felt that it was important to judge the issue case by case as Don commented:

> *In some situations, it is necessary and useful to sent international police force. Yet, the peacekeeping troops may prevent people from getting the peace and making some positive changes. When making judgment about the involvement and the role of*

> *UN peacekeeping, we have to take it case by case. In some cases, sending troops in may just interfere with other countries' development.* (Don, Conversation 2)

Sharon elaborated this point by saying that just because there is the UN. peacekeeping does not necessarily mean peace will come. In her words,

> *It can not be assumed that because the West sent in the troops, peace will blow off... They just built the barrier between the people rather than solving issues... I don't think stationing the troop there for ever under the UN. flags is going to work.* (Sharon, Conversation 2)

Nevertheless, they did not think that the war would solve the world problems, especially to fight over the resources as Joyce stated: "you can't promote peace through forces, it just doesn't work like peace." When discussing about non-violent resolution, such as negotiation and peace talk, most students liked the idea of getting people to talk instead of fighting. In today's world, different regions and countries need to learn how to cooperate instead of fighting with each other. Even for Eric who was in the Canadian peacekeeping troops in the middle east for six months many years ago agreed that war is bad. "I can see it is better if it is done on a higher level where somebody is mediating, trying to get people talking rather than more fighting."

It seems that student participants in general are openly against miniaturization and the arms trade going on in the world. A couple of students pointed out the interconnection between militarization and the structural violence. While it seems for most participants, the role of peacekeeping by UN. is a complicated issue, however, they agreed tha war cannot solve the problems. People need to find alternative solutions to resolve conflicts, including negotiation or peace talk. Even though we did not get into the details or investigate the arms trade between Canada and other countries, it gave the researcher an impression that students had a general understanding of the issue of militarization and the impact of war. It seems to be the only area that students held the similar opinion.

Environment

The long-term survival of the human species depends on the ability of human beings living peacefully with the earth. Increasingly worldwide, the negative consequences of modernization and growth upon the environment are being felt. Even the most advanced industrialized nations have not escaped pollution, soil degradation, and other environmental breakdown. In the Third World, governments, local elites and external economic agencies have allowed gross exploitation and abuse of the environment to occur in their drive towards modernization, industrialization and urbanization. Global education cultivates in students the environmental awareness and thus develops commitment towards building harmonious relationships between society and environment.

With regard to the environmental issues, students commented on the aspects of the relationship between environment and development, technology and environment, and environment and human sustainability. While all agreed that it was important to protect the environment, the difference is present through their responses during the conversations on the questions such as: (a), What is sustainable development? (b), Can technology solve the environmental problems? and (c), Is environmental problem common to all the human beings?

In regard to these questions, there are two contrasting responses. One response was that environmental problems meant unsustainable growth. Human beings are connected to the mother nature as one student described "... the world is an organism and even human beings are just like something running through blood strain. Everything human being does affects the whole system." With all the economic development and consumerism mentality, the environmental problems are getting worse. Also, the balance of human need and environmental sustainability has not been achieved. Even the technology would not solve the environmental problems unless people are aware of their daily activities and take individual actions to protect environment. Environmental issues are in our backyard. As Dave stated:

> *Well, actually, we have been developing fairly high technologies starting as early as 30's increasing more into the 40's. 50's things picked up, in 66 and in great 70's break through. In 80's and 90's we are racing along, but also the rate of decline of plants is also keeping pace with the technologies. So I think I reject that. I don't think technology is the answer. I think that is probably people are protecting their own jobs. Basically we have to have the people understand that you can not just use things without putting things back. It does not matter if we have great communication system or if our banking is linked worldwide, it does not mean that we can continue to pump, smoke to the air...* (Dave, Conversation 1)

On the other hand, another response was that there was a relationship between environment and the level of development. Environment benefits more as the level of development increases. The lower the level of development and economic growth, the worse environment gets. For example, the Third World countries are in the very low level of economic growth, their environmental problems are very serious. "Sustainable development" means having enough business, industry and being able to survive on their own without aids from other countries. In this sense, Canada and US. have already achieved the level of sustainable development. Therefore, the environmental protection is much better than the other countries. Mike held this opinion by saying:

> *I think they [industrialized countries] are a lot more careful with how they treat the environment. I mean, developed countries have laws of protecting environment. They limit the amount of pollution. They restrict certain activities things like that whereas Third World countries, they are desperate for development; for companies to come in and set up business. They often attract them by the lack of environment laws or not having anything at all. So, many of the countries, they do attract business, their environment suffers very much.* (Mike, Conversation 3)

Mike's comment reflects some of the unchallenged assumptions and influences which have prevailed in much of the industrialized world (Becker, 1988; Mische, 1989). For example, we can control our physical environment through technology; bureaucratic organization and the technology of human behavior enables us to control our human environment. Yet, as Berry (1988) pointed out, as technology developed, we do have progress: inventions, jobs, travel, education, entertainment and consumerism. As a result, "our entire society is caught in a closed cycles of production and consumption that can go on until the natural resources are exhausted or until the poisons inserted into the

environment are fed back into the system." (Berry, 1988: 57) Moreover, Mike seems to think that Western or advanced industrialized countries do not have environmental problems. Yet, the destruction of forests and other threats to biodiversity, urban decay, the disposal of toxic waters and other threats to the quality of human life are worldwide. Using Joyce's comment as an argument, that "we are no better than what is happening in the rain forest. Yet, we seem to be able to criticize the people in other countries." Environmental concern can no longer be defined as "us" versus "them". Human beings, as individuals and larger communities and the international family of states, are all relating to our one environment. While most students showed their environmental consciousness, i.e., it is important to preserve the environment, through Mike's comment, several questions arise that we have to ask ourselves: "what kind of awareness do we have?" "Is it an Eurocentric or technocratic point of view?" Unless we learn to live peacefully with the earth and practice environmental care, then the survival of the human species will be in great jeopardy.

Peace

When dealing the concept of peace, global educators or peace educators generally define it as both the absence of direct violence (such as war) and the absence of indirect or structural violence. In Hicks' words, "instead of just being the absence of war, peace was now seen as involving cooperation and non-violent social change, aimed at creating more equitable and just structures in a society." (Hicks, 1988:6) Moreover, global educators also look at personal peace in combination of social peace to examine the capacities of human beings to live peacefully with each other. The values, attitudes and layers of consciousness that we individually hold can, whether directly or indirectly, help to sustain, or to resist and transform the structures and relationships making up groups, communities, societies and global family of nation-states. Therefore, peace is not only the

journey outward but also the journey inward. (Hicks, 1988; Selby, 1993; Toh & Floresca-Cawagas, 1987)

During the conversations, the researcher purposely asked the question of "What does "peace" mean to you?" to find out their understanding of the meaning of peace as well as their values and attitudes towards personal peace. When asked this question, the participants shared their understandings with me. It appears that most agreed that first of all, peace is the absence of war and militarization. Several students went further by saying that peace is also the absence of violence in the society and system. One student stated:

> *...One definition I heard of peace is it is not the absence of war, you know. In that way, if you cannot get work, cannot find a place to stay, cannot find water to drink. On the individual level, it is not just some of the individual level, it has to do with everything. Because just one person gets it and another person gets it, fine. But how did they get it, you know. So that kind of issue...* (Jim, Conversation 2)

A couple of students pointed out that peace is also the harmony in the personal relationship, i.e., respect for each other and tolerate for differences and opinions. One student mentioned that peace is the harmony between the earth and human beings.

In addition, everybody commented on the personal peace. A couple of students seemed to be confused by the meaning of personal peace because in the words of Jim, personal peace was equal to a religion and "I don't know much about religion, I don't know." Another student, Dave said that personal peace "is not part of the Western culture to think that way." He further elaborated his point by saying:

> *I really think it is probably not part of the Western culture to think that way. So probably if you try to teach that, half your class would be ...Europe Anglo background people, they won't understand until they become aware of the global issues .But I am deficient on the idea of inner peace because in our culture, religion is separate , health is separate, everything is separate. Nothing is tied. But we all are moving away from it. I am deficient on it.* (Dave, Conversation 1)

Several students stated that personal peace meant "some personal satisfaction" and doing whatever they liked to do in lives, for example "married to a person I want to marry to; " accept who I am"; "kids grow into responsible people"; "get things I want in a

life" and so on. Only three people felt that personal peace has to be connected with the structural peace, without one, there would be no another as one student said "it is always an interrelated relationship. I think also with society... peace is our environment."

Even though all the students are aware of the concept of peace in terms of negative and positive peace, however, some students' definition of personal peace needs to be examined. One student totally denied the existence of personal peace in the Western society. Several other students equal their personal peace to the self-centered materialism as "get things I want in a life". It seems that materialism assures individual "happiness" regardless of social peace. However, as Toh & Floresca-Cawagas (1988) have pointed out that "education for personal peace cannot be exclusively focused on the individual and neglect the social context." It is unrealistic to think that we are going to achieve the peaceful relationship among individuals, in the communities and in the world if materialism mentality is so deeply embodied within ourselves and highly regarded as the goal for personal peace. What needed is a commitment to social responsibility based on values of justice, equity, human rights, and environmental protection.

Sources of Global Understanding

> "Our voice is always contingent upon shifting relationships among the words we speak, the practices we construct, and the community within which we interact. "
>
> - Britzman (1991:12)

To understand each individual's perception of global education and global issues, it is crucial to find out their sources of global understanding which may help explain their different opinions.

All the students felt that the global issues we discussed in the interviews were covered through the various courses they had taken. Courses like economic geography, anthropology, political science and history have touched upon the issues such as trade,

Third World water, development and multinational corporations. In terms of the sources of global understanding, all of them contended that they mainly got the knowledge from the courses they had taken with global perspectives. Besides taking courses, Dave, Sharon and Jim also mentioned that they liked to read newspapers and tried to keep up with what is happening in the world. Thus, media becomes a source of global understanding for them. Don attended several film festivals with global perspectives which gave him some exposures to the global issues.

All the participants have not had overseas experiences except Don who traveled a lot with his brother to import goods from Latin America. Besides volunteering in schools and coaching sports, none of them had been involved in organizations with global concerns.

The majority of the students came from middle-class families. Those who had taken direct global education courses seem to be more open and aware of the global issues as revealed though conversations with Lynn, Mary, Sharon, Dave and Joyce. It appears that taking those courses helped students understand various global issues, particularly see the interconnection of various issues.

During the process of interviews, the researcher observed that most participants were very contradictory in their comments. In one moment, they can speak very positively or make critical comments, yet they would comment on the issues with very limited or even biased minds in another moment. Even among the students who had taken global education courses, their attitudes and awareness vary to different degree. It is obvious, that in addition to the courses taken, other factors such as previous life experiences as well as education helped shape the attitudes and understandings of each individual. It is beyond the scope of this study, however, to find out in details these related factors.

Conclusion:

The participants frankly shared their understanding on global education as well as some of the global issues with the researcher. In terms of global education, all the students are aware of the interdependent nature of the world. Even though the participants could not define exactly the components of global education, they are aware of the themes or components such as "development education", "human rights education", "environmental education", and "multicultural education". A few students could look at global issues in an open and critical manner, particular, those who took Educational Foundations 360 and 401 with a focus on global education. For others, the global issues have been looked at in a piecemeal fashion. Many participants could not see the interconnection of various dimensions included in global education. However, all the participants felt that it was important to teach global education. Yet, the purpose of doing so is different based on three contrasting opinions held by students, i.e., the conservative, the liberal and transformative. It appears that the majority of students fall into either the conservative or liberal point of view which treats global education as a tool to understand different parts of the world in order to compete successfully in the world. Few students took the position of transformative paradigm of global education which sees global education is for understanding the problems and for promoting social actions among students to build an alternative and more just world.

Regarding global issues, it seems that students held various points of view. Such divergence of views clearly reflect the differing values and attitudes. In reviewing the conversations, it becomes evident that nine student participants in this study had different global understandings and knowledge. Some students lack basic understanding of global issues, at least with very ethnocentric point of views and consumer mentality. Some students are not well informed about global issues and cultures.

The lack of knowledge can result in educational malpractices. The teaching of inaccuracies, myths, and distortions is detrimental to international understanding and perpetuating the cycle of global ignorance and North-centrism. The finding suggests that

students need more coherent and comprehensive knowledge and exposure to global education and global issues. Moreover, it also suggests that the university members as well as the instructors of different courses, particularly, the courses with global perspectives, examine their own knowledge, values and attitudes which may have a negative impact on the students.

Chapter 4

Pedagogical Principles

Teaching global education requires teachers to grasp not only the knowledge base but also the skills and attitudes, particularly, the pedagogy to implement global education into the classroom. Many global educators have pointed out the importance of appropriate pedagogical processes in accompanying the cognitive understanding of facts and theories and in promoting such skills and capacity as critical thinking, problem-solving, conflict resolution, cooperation an so on. (Hicks, 1988; Kniep, 1989; Patrick, 1988) Teachers need to learn many new skills: ways of teaching students cooperative skills; how to monitor and intervene in the student work-groups to improve students' collaborative skills; the ability to handle constructively the inevitable conflicts that occur during the teaching process; the skills in communicating and listening effectively and the ability to conduct creative and participatory learning activities. In some way, it is a challenge for teachers to present different issues and ideas to the classroom in the way which is conceptually and pedagogically sound.

At the time of the research, all the participants had finished their second practicums. Some had completed their third practicum. All the students taught Social Studies with global perspectives in their practicums. During our conversations, the participants openly shared with me their teaching experiences, teaching strategies they employed or would like to employ and the factors that impact on their teaching of global education. The discussions help bring forth many pedagogical issues of global education as well as their teaching skills and attitudes.

In this chapter, the pedagogical issues emerged from the discussions with nine student participants will be presented. The factors influencing the implementation of global education, as well as the discussions on the teacher education program with the student participants with regard to global education are also included within this chapter.

Pedagogical Issues

Throughout the discussions, the majority of the participants felt that it was important to teach global education, however, they felt they were lacking of proper knowledge as well as skills to teach global education. The comments such as "I am not sure if I can do it" and "I don't know if I can" had been made by several participants. In addition, one student pointed out that global issues were too broad and diverse for the teachers to grasp all. Moreover, it is a real challenge for the teachers given the fact that "there are no right answers especially coming to global education." Their comments imply that on the one hand, it is easy to teach global education. On the other hand, their own personal lack of confidence in some of areas many become an obstacle to implement global education.

The following session describes the strategies and skills the nine participants perceived as being useful to their efforts to implement global education or global perspectives into Social Studies as well as the difficulties of such endeavor that they encountered during their practicums. The analysis of their teaching skills based on the pedagogical principles of global education will be provided.

Student-Centered Approach

The conversation data provided many in-depth descriptions of how students attempt to teach global education in their social studies teaching. The participants discussed in great details various strategies they used in their effort to initiate, maintain, and increase their teaching effectiveness.

The concept of student-centered teaching approach seems to be accepted by the participants. Even though a couple of students felt that it was necessary to maintain the authority of being a teacher, the opinion taken by the majority seems to support the idea that students should be the focus of the teaching process. In their efforts to teach Social Studies, the participants appeared to take on a facilitating role. Several students discussed

the need to be available to students, to be a good listener, and show empathy and understanding. They indicated that a caring attitude towards students builds the teacher's confidence and trust in dealing with students. Students also feel comfortable knowing that they can talk and ask questions in the class because "they will be certain that moral support will be there." In addition, most of the participants felt that it is important to create an open classroom in which student would feel free to discuss their opinions and see different perspectives. In the words of Mike:

> *I like to see an environment where one is very open. There are a lot of dialogues back and forth whether between me and students or between students themselves. It is very open and a lot of back and forth this type of thing... Also, I think you have to build some fun in the class...I think that is part of teachers' job because students get bored quickly so I think you have to step in and maybe life things up or design some type of lesson plan or activity that will make that class, you know, enjoyable. You have to pass the idea that very open kind of learning environment where people listen to one another, respect things like that...* (Mike, Conversation 1)

The teaching plan should concentrate on the students' needs and promote students' critical thinking and problem solving abilities. The notion of "learning through discovery" was mentioned by one student and seemed to be agreed upon by several other participants in the names of student activity, role playing and group works. Joyce, for example, found out in her practicum that there was a difference between her and the students in terms of defining what are the important issues. She tried to encourage students to bring up their concerns and questions that they feel are important and have the classroom discussion about those issues. This approach turns out to be an excellent learning experiences for both the teacher and the students. Dave vividly described the active learning strategy as "what would you remember, a weekend in the mountain camping or would you remember reading a book of Jasper? You remember the actual experience."

Moreover, throughout their discussions, the nine students emphasized that it was important to be flexible towards the different situations and student bodies. Mary, for example, who taught in a native school, observed that students drew pictures in their

notebooks so she incorporated drawing into her teaching together with other active learning strategies such as role-playing. She described her approach as:

> *If you bring staff in that is interested them yet related to what you have to cover, they really got motivated like I covered an issue on signing up treaties in Canada and what I did was I separated class into groups and say, one group is the Canadian government, one is acting as the natives signing up the treaties and another group with missionaries and I got them to do a role play and tried to get them to think what was like at that time and how every each group felt. It went over wonderfully and they came up with things that we had not even covered...So, you just have to change your teaching approach there.* (Mary, Conversation 2)

All of the participants stressed that they tried to promote group work in their teaching because to be able to work as a group is a crucial skill for students to grasp to live in the society and to work in the job market. As Don put it:

> *I think group dynamic has to be taught in the school... We were very hierarchy in school. If you win, we all follow you. That is the leadership. There was not too much cooperation. Things are changed. Some big major companies are changing the way they do things for having more open, cooperative setting, and I think the skills to deal with [cooperation] needs to be learned.* (Don, Conversation 2)

With all the competitions going on in the society, the cooperation skill appears to be particularly important because the world problems would not be possibly solved without the cooperation among different people in various countries and areas. Some of the popular approaches taken by the participants are group presentations, group discussions, and role-plays.

Meanwhile, as the student teachers, most students felt that they still did not form their own teaching styles yet. Thus it would take a while for them to figure out which strategy suits them and students well. A couple of students felt that it might be useful to try the student-centered approach but it would depend on the different situations. Several students strongly liked the idea of active learning strategy by getting students involved in various hands-on practices. Only one student, Eric did not like the idea of stimulation games or role play because he "would be in drama instead of social". However, he said he would try in the future but was not quite sure how to make it relevant to the students and the class.

In general, it appears that most of the students are aware of the student-centered approach, for example, building up an open and dialogue environment and promoting creative and interactive teaching strategies such as role playing, group discussion and so on. Some students even tried to incorporate students' experience into the learning activity. Their comments support what Pike & Selby (1988) have found out that:

> The global education classroom places considerable emphasis on experiential and cooperative learning, on active participatory by individuals and groups in the initiation, direction and evaluation of what is learnt, and on creative, imaginative and divergent thought and action. The classroom climate, too, is significant: such learning is unlikely to take place unless an affirmative atmosphere and environment prevails- one in which the integral worth and experience of each individual is cherished and their self-concept enhanced. In practice, students will often be involved in structured small group activity, which encourages communication, cooperation, negotiation and decision making. Role-play, simulation games and experiential activities will also feature prominently, enabling students to explore their own perspectives and attitudes and to consider other viewpoints and feelings. (Pike & Selby, 1988:50)

However, in reviewing the comments, it seems that some of the students still held the opinion that is inclined to the traditional teaching style as reflected in Eric's comment: "I am in Social Studies not in drama." For many students the purpose of employing the student-centered approach is to attract students' attention, refresh and stimulate their interests on the otherwise boring subject such as global education as commented by Don: "That is the thing is that in order to get their interests, you have to use a variety of books. As for global issues, it is tough to figure out what their focuses are, they can get bored, they can get bored quite easily on the politics and food." The ultimate goal, then tends to focus on academic and psychological achievement among students and teaching effectiveness among teachers, thus turns to be more functional approach. However, as many global educators have argued that the idea of personal empowerment for the social justice will be lost in this so-called creative learning process if students are just involved in the role-play or simulation games without engaging in any critical analysis. (Apple, 1982; Hicks, 1988; Osborne, 1988; Shor, 1980; Weller, 1988)

Value Components of Global Education

One area that most of the participants seemed to be concerned about is the criticisms on global education, especially, the accusation of being indoctrinating. As many peace or global educators have experienced worldwide, there is an active opposition from various interest groups, especially those linked to "right-wing" neoconservative ideologies. (Cox & Scruton, 1984; Scruton, 1985) The criticism that global education is indoctrinating in terms of its "political agenda" came up in our conversations over and over again. All the participants agreed that both social studies and global education involve teaching social, global and value issues. The problem of value indoctrination could arise given the fact that a teacher has to deal with all the biases existing among students, in the textbooks, within the particular culture and the teacher him/herself. Thus, the teachers can be easily challenged upon in the name of indoctrination when teaching those issues. They felt that they were in a very difficult situation where on the one hand, they would like to teach global education. On the other hand, they would not want to be accused of being a "preacher" in the classroom. Eric described the situation as: "[t]o some point, because you don't want to become a preacher and you got to watch it too because some parents think racism is good whether you agree it or not. They can really make troubles for you." When discussing about their teaching strategies of teaching values, students shared with me their teaching strategies which can be concluded as: (1). "let the students decide"; and (2). "medium is the message".

"Let the Students Decide"

As the future Social Studies teachers, most participants were inclined to the opinion that teachers should remain neutral. Therefore, when teaching global education, they would rather not show their stands to avoid falling into the category of indoctrination. They expressed their opinions in the words like: "I don't want to sound like a preacher in the classroom"; "They never know exactly what political stand I had" and "They are not

going to get my opinion". When asked how to remain neutral in the teaching process, Eric provided me with an example of teaching racism.

> *I guess going back and telling them what is good about the racism and give them the honest goals on the board, everything good about the racism, you know. Then on another board, everything bad about it, which is probably twice or three times as long as other list, and say to them 'you tell me'. That might work. Most people look after what is good for them. I think you want to be prepared though, and make sure the other list is longer.* (Eric, Conversation 1)

In his words, it is the "balanced" and "objective" teaching approach. Most participants seem to share this idea that when teaching global issues, they would show both sides of the issue, both cons and pros and let the students to make their own judgment based on the different situations. Jim's comment seems to summarize this opinion that:

> *I don't think I am [indoctrinating] because I am giving them the situation that let them to make judgment. They can come up with any judgment that they want. I am not telling them what to think. I am just saying here is the occurrence. you have to deal with it... If the students truly believe that the arms race should take place and he has an informed opinion and he has looked my side, then I respect that.* (Jim, Conversation 1)

These students used the strategy of teacher *neutrality* which aims to offset the apparent built-in authority of the teacher and to overcome the possibility of indoctrination. Such procedural neutrality is used as a tool to protect divergent viewpoints. However, just being neutral and taking a balanced approach is not enough in global education. Even if a teacher chooses to appear "neutral", sooner or later his/her position will become known to their children. (Reardon, 1988). Moreover, the teacher's neutral chairman/woman position is very questionable given the possibility that the divergence of opinion is missing in a classroom discussion or the entire class is having the unquestioning consensus. In Jim's case, even though the students might think that arms race should take place, as long as he looked at other perspectives, Jim would be happy. Yet, as global educators, we should ask ourselves one question: what values is the teacher promoting through his or her neutrality? They might have promoted values contrary to the purpose of global education. Instead, it is important for teachers to

challenge openly some of the negative values that underpin our society and take a clearly committed stance so that students would have a chance to make allowance for the 'prejudice and opinions' taken by teachers. (Hicks, 1988; Stardling, 1984).

Lynn and Joyce's opinions represented the position that although a teacher has to remain neutral, he or she has to take a stand "that may be your bias or whatever but you have to take a stand" in order to help students make informed decision. Lynn stated:

> *I think although you have to remain neutral... you have to take a stand and you bring that into your classroom... I mean you have to show the students because that is a big part of what they teach in Social 20 & 30 is how to come to the informed opinion about what they are talking about ...You have to give them the tools to make that informed opinion.* (Lynn, Conversation 2)

Joyce further pointed out that while it was important for both teachers and students to understand that teacher's values are not students', however, a teacher can still teach global education "in a non-threatening way" such as role playing or doing projects to let the students find out their own opinion. Moreover, she challenged the criticism of indoctrination by commenting that such criticism indeed tries to "make teachers less effective". She said:

> *I think that is the problem actually. Right now in education it is that the teachers are being forced to be wishy-washy about their own personal values and feelings because you don't want to step on a whole bunch of people's toes. But I think what that does is to make teachers less effective because I think the teachers you respect the most are the ones that respect themselves in their own beliefs. But you don't have to press your beliefs and values on someone else but you can just make it known that is your values...* (Joyce, Conversation 2)

"Medium is the message"

Every student realized the impact that the teachers have on the learning of the students. When talking about the teaching of values, each of the nine participants stressed the importance of being the role models. They mentioned that it was hard to change the values of students, however, if students and teachers make constant efforts to practice such values as respecting other people's opinions and being open-minded in the

classrooms, the attitudes and values of cooperation, participation, respect and so on can be promoted among students. Mike described it as:

> *I think throughout my teaching, I guess indirectly, you emphasize certain principles, values and you also model them as well: be very fair in dealing with people; always look at both sides of issues before making any decision, things like that. I think people will learn all through the course not only one part of the course. I think if they took social 10, 20, and 30 with me, I think in those three years, they will learn about that themselves. It is kind of narrow but I think it is important. Something it has to be dealt with... I think if students are seeing that or experiencing that for a couple of years, even that will change them, even we don't look at those areas specifically. They are just part of the process and hopefully, that is the one way to try to teach them those type of things...You have to put them in practice before they will start sinking in.* (Mike, Conversation 1)

In addition to role modeling, Joyce mentioned that she would be very careful in choosing the language not to discriminate the students in the classroom either based on gender, class, origin or race. Especially nowadays classroom is composed with students from different countries and origins. A teacher has to be careful with what s/he says to the students. One comment Joyce made is "to avoid labeling" by saying the Third World, Second World, First World, Us and Them. She stated:

> *I had trouble with all those labels. That is the kind of thing I try to bring out that people who are living in those supposedly "Third World" countries still have really happy days. Some of them have really happy lives. It is not that this is unknowing uneducated mass people over there. I think there are the two big things, the disparity and understanding. That is really bugged me for a lot of people that I talked to, they don't seem to understand that the disparity, the historical circumstances, and the fact that they have views and opinions and rights that transcend the global political system that we are living... You look at your classroom, the Iranians, kids from China, kids from African countries. You got to be careful what you are saying because to them, that is their home. They had a lot of happy memory and everything and why people are all talking about awful things.* (Joyce, Conversation 1)

In line with choosing the right language and being sensitive to the student bodies, another comment the participants made is not to just focus on negatives. One of the objections to global education is that it is depressing the students as they are exposed to global issues and problems. The argument one student made is that teachers should not just focus on the negatives albeit the influence of media and the textbooks, as Joyce commented:

> *I think that is one thing that I had to be very careful with when I was teaching any kind of global education view is not focus on the negative 'cause it is really easy to do that because with kids they don't want to hear negatives all the time, they just get crust. So I think, you have to make sure, you put some elements of positive in there. The thing that really upsets me is that everything that goes on in the Third World countries is not that bad like there are a lot of very positive great things you can focus on but you have to dig them out which the books and media seem to like to focus on negatives.* (Joyce, Conversation 2)

It appears that all the participants realized their responsibilities as being teachers in terms of setting up the role models for students. A few students went further in stressing the importance of choosing language and not being prejudice. Their comments revealed that students were aware of the impact of some aspects of "hidden curriculum" on the formation of students' attitudes and values: the attitudes and values held and promoted by teachers in the classroom and the way that students are awarded. Their comments support what Pike & Selby have pointed out that: "the development of cooperative, affirmative attitudes among students is largely dependent upon teachers and ancillary staff displaying these same attitudes" (Pike & Selby, 1988:51). In terms of language, Reardon (1988) pointed out that " a transformative peace education would be as sensitive to militarist language as current peace education is to sexist and racist language."

Action for Change

Students' fear of indoctrination was revealed not only in their discussions of value component of global education but also the role of teachers in generating or encouraging their students' actions for change. It seems natural for most of the participants that action stems from learning. "It is just one step further in learning." They also understood that "if we just sit back and talk about it without doing anything, nothing will change." Yet, in terms of their role as teachers for social change, the participants seemed to have two different responses. One group felt that social change was necessary, however, they did not feel that it is the teachers' responsibilities to encourage students to take some sort of actions for social change. Four students seemed to hold this view. They are Eric, Mike,

Don, and Dave. For them, the most important part is to help students understand issues and promote their awareness. Whether the students would like to take some actions is up to the students. As Eric stated:

> *If it is the problem for me, it is unfair to make it their problem too and get them on my band wagon. If they don't care about trees cutting down, then who am I to tell them you should care, this is what you should do. For those who are interested, yeah, I encourage them. If it is in the curriculum, then you have to... You know, if the curriculum says, yeah, this is the problem, then I have to teach the curriculum. If it is not in the curriculum, less opportunities. I think I have to watch. You want to keep straight.* (Eric, Conversation 2)

Another five students, Sharon, Mary, Lynn, Joyce and Jim, however, argued that each individual can make a difference and as a teacher, we should encourage students to be part of the social forces for change. Moreover, they felt that it was important to let the students realize that they can do something to make an impact, otherwise, students may just feel helpless. In the words of Mary:

> *You can't just learn about it, you have to do something about it as well. Just learning about it does not do anything for it. I think you have to give them even small things that they can do like writing letters, joining local organizations. You know, that kind of thing. Otherwise, I think you learn helplessness...* (Mary, Conversation 3)

In addition, they addressed that action "does not necessarily mean getting out and doing something." Rather, by choosing what to buy, to eat and to do in our daily life, we can meanwhile have already taken some actions that may have impacts on the global level. Jim summarized this as "thinking globally and acting locally". He stated:

> *We all have problems but if we each helps each out, I don't think there will be. And just by getting them involved in some steps like in the local community, like collecting clothes for people who don't have and food bank, then they can sort of understand what the whole idea is like globally. You can make the difference by starting off from the local community.* (Jim, Conversation 2)

Sharon agreed on this point by saying that:

> *I think we are living in the society that is very depressed. I mean, we see... all kinds of social problems, not just local issues but globally, it is pretty depressing... I think one of the things that would be helpful is to start looking at more at the solutions rather than the problems... At some point, you got to get beyond that we are not just dwelling on problems and nothing else, nothing positive. More positive [would be] what we can do on a local level or can we have an impact?* (Sharon, Conversation 3)

Yet, when asked if she would encourage her students to take some actions to solve problems locally, she responded that "you have to be really careful because some parents might resent you involving their children in an issue... I do think you can do things, but you have to be careful with what you are doing."

Students' comments reveal some students took a rather cautious and/or conservative opinion regarding the role of teachers in social change. Comments like "if it is in the curriculum or if the students are interested, I will teach" reflect what Paulo Freire called "banking education" that put the teachers in the position to simply transmit the knowledge written in the textbooks to the students. It also shows that some students ignored an crucial objective of global education, i.e., to develop students' will and skills to take actions. Instead, they see teachers as rather a powerless force in terms of social change. On the other hand, the similar size of students felt that teachers can make a difference by promoting students' awareness and encouraging their students to get involved in various social activities that may lead to a better society and world. Critical theorists such as Freire (1970, 1985); Shor (1987); Giroux (1987, 1988) and global educators such as Hicks (1988) and Pike & Selby (1988) have called for an empowering pedagogy that not only promotes awareness among the learners of the root causes of the problems but also encourages students and teachers to act towards social justice with their own alternative solutions. In Kniep's words,

> It is not enough simply know about persistent problems and issues, nor is it sufficient to be able to think and talk rationally and creatively about alternative solutions and to identify the value dilemmas inherent in them. Education becomes complete only when it moves us and provides us with the means and opportunity to act to affect local, national, and global problems (Kniep, 1989:400).

Some students' commitment and willingness to act as the force of social change as revealed in the conversations illustrate a very positive picture for the implementation of global education.

Difficult Factors of Teaching Global Education

Throughout the process of conversations, in addition to the strategies that students had used or would like to employ, the nine students occasionally expressed their views on the difficult factors that they perceived and experienced affect their teaching of global education. They identified numerous concerns that seemed to cluster together into three broad categories of working conditions, curriculum and teaching materials, and wider issues. While expressing their concerns over the difficult factors involved in teaching global education, students showed their frustration of not knowing how to deal with these difficulties.

Working Conditions

The participants referred to many aspects of the working conditions as being a consideration among the factors affecting their teaching of global education. Their comments appeared to group together under human relations elements and structural elements.

The Human Relations Elements

The participants mentioned two groups of people- students and cooperative teachers- as constituting people pressures and factors influencing the teaching of global education.

Students

Several participants addressed their concerns and frustrations associated with the type of the students they encountered in different schools. Often, the grade level, the students' values, the ability of students and the usual problems of students- absenteeism, lack of commitment, and incomplete assignments- were seen as being factors in whether or not teachers were able to teach global education.

Sharon who had taught in a multiethnic school shared her experience with me which reveals her concern that social background and living reality of the students influence her teaching of global education. She stated:

> *In my classes, I had recent immigrants from El Salvador. I had many Asian students and different backgrounds and European backgrounds, you know, just a whole variety of students. There are also a lot of issues and problems with the students in that class. Teaching social to them is really interesting because their perspective of the world is so limited often because of their background. These students are students often living on their own, coming from really dysfunctional backgrounds, not motivated because of the variety of business. So, often, it was a question of just getting them to come to class, much less concentrating on your material. Social Studies topic often had to be related in some way to their own life experiences which were like I said pretty limited to Edmonton, to Alberta. I mean to some of these kids, they can't see beyond their own little micro groups, their own little family and their friends they have in the city and they don't really, they can't relate in any way to wider issues... Their lives have been such that they had to focus on really immediate concerns- safety and money, you know, those kinds of really basic needs rather than on worrying about what is going on in the outside world.* (Sharon, Conversation 2)

She also pointed out the importance of students' ability and preparation in her teaching of global education. In her practicum, she taught two social studies classes, one is academic route and another one is regular route where she experienced some difficulties of teaching global education.

> *With them, let's just say, was a question of having them routine as much as you could. There were two groups of students in 23. These are the groups of students that are generally not able to do it. They are not academically fine, they don't have the ability. For them, it is the question of helping them get through the material and routine them as much as they can and earn to pass the grade and so asking them to be critical, to be analytical is impossible. And I had to accept that very quickly, you know. They had very good attention, but if you asked them to explain it, they could not explain it, you know, frustrating. But you cannot change that, they are already in grade 11. You know, at that point, whatever might have been done for them is too late. There was another group, who are not motivated, who could do the material but had other things going on in their lives which is more important. So, some of them are working, quite a lot, living on their own, reasonably bright students, but all they wanted was to pass. They could care less about going beyond that. So trying to reach them and get them thinking about the materials is a real challenge now. It can be very frustrating, I had to really reduce my expectations.* (Sharon, Conversation 2)

Don reinforced this notion and expressed that levels of students in terms of ability do make a difference in teaching, particularly, in promoting critical thinking ability. He said:

> *In Social Studies, you always want to promote critical thinking and analysis but it is difficult because all kids are actually in all different levels of thought. All think in*

the different levels, and you can't reach all the students that need help. You can't hold their hands, walking though conflict situation. All you can do is giving them possible solutions and having them to figure out which one is more appropriate. It is tough because you teach such a variety. (Don, Conversation 1)

Joyce was surprised by the differences reflected in the students of various grade levels. It seems that the higher grade level the students are in, the easier it is getting for them to understand global issues. She said:

There is a big difference between teaching grade 10 students and teaching grade 11. Not with all the kids because the kids are all individuals but some of them, they just look at you, 'who care'. But 11 kids, they care and they are very interested in environmental issues and you can get them globally really going. They can be really excited. (Joyce, Conversation 1)

Several participants also mentioned the impact of discipline and behavior problems of the students on the teaching process. Among them, three participants who had taught in the inner city native school agreed that sometimes the teaching plan could not be carried over because of the difficulties in terms of less supportive environment and students' discipline problems. Lynn discussed this problem by saying:

They are violent towards each other in the hall way. You have to patrol the hall way. Every door is locked like I said some students are picking on other student teacher. Like the students are looking for a way out. Like they wanted to go back to their reserves to stay with their families. That is the way out because obviously if you assaulted a teacher, you are out. A lot of swearing and never shut up the whole time. When they are in the class they are just yelling at each other. Students in general, all students feel depressed that they don't have the future. There are a lot of problems like alcoholism. They are mad and they are angry but it is not channeled in the proper direction. Nobody studied, not even the bright students. No one student studied. The class was around 15 and on the good day, 10 showed up so you have about 10 students. This is the regular thing in every class in every grade. (Lynn, Conversation 1)

Mary added on this point by saying:

It is a real challenge and a lot of the kids, I had two classes where they had fatal alcohol syndrome. So they could not stand in the class for more than five minutes. You have to have really high level of patient... I was constantly roaming around the classroom and trying to get the kids to sit on the task. So, I mean, it is a bit different. You have to get used to that. (Mary, Conversation 2)

Some students mentioned the difficulty of teaching global education in a culturally diversified classroom. This difficulty stems from different cultural beliefs and values held by students in the classroom. Sometimes, what the teacher is presenting is in conflict

with what the students believe, thus, making the teaching job for the teacher even more complicated. Sharon gave me one example of an experience she encountered when presenting the quality of life in the Third World in her classroom. She described it as:

> *I had an interesting experience with the student whose parents were from India and he is quite influent in English and in fact, he was the brightest student with the writing I saw. He was the brightest student I had. He has some problems when we were talking about infanticide in India and one day he got really angry and I don't blame him. You know, I presented the topic, I must admit I did not prepare. I may not have prepared him, especially the whole class to receive this information and he got quite angry. I did not want the class to come down against Indians, particular because of this kind of practices because we can go on in another part of the world too although it might be thinking as the same. You know, I talked to the class and I talked to him about it a little bit later. That really brought hunt to me with this boy because it upsets him, because that is not his view, that is not where he comes from with the staff I brought in. And so, as if we were attacking him. I think he is really worried that we were having such a negative view.* (Sharon, Conversation 2)

She continued saying that:

> *...In terms of interaction, it is just like even talking to the students from Muslin background, for instance, I am not quite sure how to come across to them. You know, I feel like I am ill-equipped because I don't know what is the right thing or wrong thing to do and I am concerned... I think with kids, with such a variety, how to present materials to them is a problem.* (Sharon, Conversation 2)

The participants seem to suggest that factors existing among the students such as grade levels, social problems and cultural background often make the teaching of global education difficult. In terms of grade level, the global educators would argue that younger children in the lower grade levels could be very interested in particular issues, both local and global, and in their way are quite knowledgeable (Hicks, 1990; McGinnis & McGinnis, 1981). However, the content and teaching approach of global education should vary according to the age of students and take into account of the different levels of students' ability. It is up to individual teacher to make the adjustment based on the difference of either grade levels or ability.

On the other hand, too often the researcher heard comments from the students about the oppressed group of students such as native students and low-income students. Although most participants concerned for the students' achievement, some of the students' description does not hint that students might bring with them to the classroom

prior learning from outside school, motives, goals, insights, strategies for learning, or personal identities that give direction to their growth. Indeed, students' realities and experiences have been regarded as disability. This finding can be related to the comments made by Giroux (1989) that:

> ... many student teachers who find themselves teaching working-class or minority students lack a well-articulated framework for understanding the class, cultural, ideological, and gender dimensions that inform classroom life. As a result, cultural differences among students often are viewed uncritically as deficiencies rather than as strengths... prospective teachers lose an understanding of the relationship between culture and power as well as a sense of how to develop pedagogical possibilities for their students from the cultural difference (class differences) that often characterize school and classroom life (Giroux, 1989:187-188)

In the global education literature, the important pedagogical principle is concerned with student experience insofar as it takes the problems and needs of the students themselves as its starting point. Methods on incorporating students' lived experiences into the teaching of global education are widely explored (Patrick, 1988; Selby, 1993). In fact, it is crucial to bring in students' lived experience in order to make global education relevant to their life. Students' experience can become a great asset for the teachers to relate global issues to the local and personal issues that are happening around students and to make students aware of the causes and solutions of the problems. Of key importance in this respect is the work of the libertarian Brazilian educator Paulo Freire (1985). His belief that learning must be tied to the life force of the learner places an individual's personal growth as the central core of the curriculum. If students are to become more active and involved in the process of learning in schools, they need to be helped out of the 'culture of silence'- that oppressive condition in which people are not aware of the social forces acting upon them.

The finding that some students are lacking of the knowledge and skills of providing pedagogical possibilities in the classroom to integrate students' experience into the teaching and learning process implies that student teachers should be educated to understand how aspects of the social world are experienced, mediated, and produced by

students and how their experiences give rise to the often contradictory and different voices to various issues. It also suggests what Giroux (1989) pointed out that concept of student experience should also be recognized as a central category of teacher education program. In his words, "...Student practicums should be seen as sites where the question of how experience is produced, legitimated, and accomplished becomes an object of study for teachers and students alike." (Giroux, 1989:198)

Cooperative Teachers

As each participant elaborated his or her practicum experiences, the role of the cooperative teachers has been mentioned several times by each one as being influential on his or her teaching experience. The students very carefully related certain situations concerning teacher relations that they had to be aware of and were required to effectively dealt with. Most of the students followed the process already instilled in place by the cooperative teachers. This structured practice was seen by all of the students as rigid and limiting. Don related how he felt when there was no room or opportunities for doing something different from his cooperative teacher by saying:

> *...where I was teaching was very structured, was following the guidelines of my cooperative teacher...You know, he has started certain process, and we just came in and we kept on doing same process and then when I was gone, he can pick it up and kept on going. And the time I was in, we did not really bring in any other areas or global education, mostly just follow the curriculum.* (Don, Conversation 2)

Another student, Mike commented that as a student teacher, he can not really create his own classroom environment but "step into it". The ability of implementing global issues and creative teaching process has certainly been seen as restricted by the structured environment. Other participants felt that it was difficult for them to try out something new as there was no model in the classroom to follow or to learn from. Sharon described her experience of teaching in a multicultural school as "there is no real attempt to address the ethnic diversity in the classroom." It seems to be very difficult for her to address the

concerns or to meet the needs of students since the cooperative teacher had not done much to set up a model for her.

> *Within the class I was teaching..., that [ethnic diversity] did not seem to be addressed and so I did not have a model to go with in terms of how he might have addressed the fact that he had such a diverse group and like I said because of my own lack of knowledge or feeling somewhat inadequate in knowledge, I did not know how to incorporate that.* (Sharon, Conversation 2)

Most of the participants felt that as the student teachers, it seems to be the easiest way to just follow the existing process instilled by the cooperative teachers instead of making any changes or attempting to make any changes.

It is no doubt that cooperative teacher plays an important role in student teachers' practicum whether in teaching global education or any other subjects. Whatever the cooperative teacher has done in the past would influence the student teachers' teaching when they "step in". However, the possibility of change would still exist, for example, to integrate global issues into the curriculum or to use students' own experience to understand and relate different issues. Nevertheless, it would become a lot easier for the student teachers if the cooperative teacher is willing to "cooperate" by providing spaces for students to explore different approaches and by setting up the role model in terms of teaching global education. In other words, the cooperative teacher needs to be encouraged and facilitated to assume some pedagogical responsibilities for attempting to incorporate global education into his/her teaching. It also suggests that student practicums should be evaluated in the way that cooperative teachers in the schools would be actively involved in helping student teachers implement global education into the classroom as well as employ alternative teaching strategies.

The Structure Element

In addition to the people element influencing teachers' motivation of teaching global education, factors such as the school culture, workload and involvement, and time constraint have been recognized by the participants as elements affecting their motivation.

The students indicated that the environment of the school may hinder or contribute to their motivation and the success of teaching global education. Some of the students stressed over and over again that they needed the school support to do the work successfully. They indicated that school's organization should encourage people to come up with new ideas, try new subject areas, take risk and thus provide supportive environment for certain task as of teaching global education. One student who taught in a multicultural school environment stressed the important relationship between the school culture and the students' awareness. She stated:" There are activities in various groups in this school, international club and you know, a lot of things from international level. So there are wise within the school and awareness of broader issues." The school culture in this case has helped her implement the global issues and ideas. On the other hand, another student described his school environment by saying :

> *We have some incidence of violence in the school regarding the culture things. One school I was at, there was a bus load of kids from one school, three groups of kids were fighting in the football field, teachers were flooded in our parking lot to get home, not one of them stopped. It is something you'd like to get involved in the staff. But it comes to play how much you can pay.* (Don, Conversation 2)

This incidence not only opened his eye regarding the reality of the school on a daily basis but also made him hesitate to find a way to change the reality. Several other students who taught in the native school mentioned the school environment had influenced their teaching both negatively and positively.

Joyce, for example, particularly pointed out the influence of the principal on her teaching by saying that "he is very good with the kids. Like one thing I like him is when he went to talk kids, the kids are sitting in the chair, he sits beside them. I really respect him for that - he very much put them in the same level [as students]."

Lynn who taught in the same native school thought that the structural problems in that school should be dealt with right away. She pointed out the cases that teachers who were working in the school made racist comments about the students by calling students "lazy

urban natives." Also, students within the same school are racist towards each other based on the color of skin.

Another student aptly pointed out that "hidden curriculum" existing in the school may be in direct conflict with the real curriculum. And because of this conflict, the purpose of the real curriculum may not come true. Factors involved in the "hidden curriculum" involved those of the relationship between the principal and the teaching staffs, the relationship among teachers themselves, the whole environment of the school, the values and beliefs promoted in the school structure and so on. This student stated:

> *It is the industrial conflict and that is the way the school system is designed. [It] is to learn hidden curriculum and it is really difficult there to reconcile hidden curriculum and real curriculum. Hidden curriculum is you are training people to follow the course, you obey, be loyal and the real curriculum said that you want critical thinking, and now, it is tough to reconcile.* (Eric, Conversation 3)

The students' comments support what many global educators have pointed out that the school structure and the organization of the school can either hinder or support efforts to teach global content. (Barnes & Curletter, 1985; DeKock & Paul, 1989; Eisner, 1990; Tye, 1990)

Yet, one of the questions that we need ask ourselves is: if the school structures provided are not supporting the inclusion of global education as revealed by the participants through the conversations, can the teachers make the change? It seems that participants in this study felt that unless the structural support is in place, any change initiated by the teacher would be difficult. This opinion shows the frustration and struggle that thrives among today's teachers. Many theorists have argued that transformative intellectuals and/or teachers should "build alliances with other teachers, and not simply union alliances." (Giroux, 1988:9). In other words, teachers who tend to be willing to teach global education should interlink with other teachers with similar interests and objectives. By doing so, teachers can support each other and form a large changing force. In addition, teachers should also reach out by networking with different projects, groups, clubs and organizations to achieve the solidarity among different individuals.

Curriculum and Teaching Materials

The participants also brought forth their concerns over the curriculum and teaching materials when discussing the factors influencing the implementation of global education. They all agreed that the biases and limitations are existing in the textbooks and teaching materials. Common problems such as narrow and limited point of view; stereotypes of certain countries; irrelevance of the materials; inconsistency of the curriculums and extensive bias based on social class, gender and culture have been recognized by most of the participants in their teaching practice. Sharon made a comment about the present situation of the curriculum in Alberta that :

> *I think if you look at what curriculum development means in Alberta for instance, one of the textbooks was published in 1990. You know that is the fairly new to be, you would think they have addressed the issues of ethnicity; they have addressed the issues of gender; they have addressed issues of environment and some global based issues, pollution, that kind of thing. But perspective they took is still very narrow in that they did not explore what the pollution meant to Third World countries as compared to North American countries. They did not explore the effects of technology in any broad sense... My perception is that implications were not really explored. A particular teacher could take that material and build on it from outside sources and outside perspectives and really create a critical learning environment. But on the surface, you could just teach the content as what it was and students would just have the ideas that covered in the textbook and the belief ideologies that were dominant in the culture.* (Sharon, Conversation 1)

Several other students criticized the curriculum in terms of its bias towards native people and other cultures as one participant stated:

> *It is like talking about populating the West because no one was there. The kids all looked at me, like there were people here, there was a lot here. And they talked about the native creation theory. They referred to them as stories and fable kind of thing...* (Lynn, Conversation 2)

Lynn also mentioned that the topics on women are not addressed in the curriculum at all "like they are not part of the history or anything." Another student felt that curriculum has not been consistent in the sense that global issues have been addressed fragmentary here and there.

Given the fact that biases do exist in the various textbooks, what can a teacher do to help students be aware of the biases? When asked this question, several participants agreed that "the easy way would be just grabbing whatever is there" and follow the curriculum and textbooks. They felt tightly bound by the existing curriculum even though they agreed that there was a need to go beyond the curriculum. With course load, large classrooms and all the additional duties that teachers are now having, their ability to go beyond what the texts or the curriculum offer is rather limited. One student described this stressful situation as: "[y]ou got workload that keeps you so busy but you have to read Globe and Mail newspaper, you have to watch the news, you have to prepare for bringing the things." Thus, several participants referred to teaching global education as being the extra requirement and extra work for them in addition to the regular routine. Don commented on this by saying:

> *It is very easy to teach if you use the textbooks that are given and take the curriculum and programs and teach it. It is very difficult to teach in the fact that a lot of the students , particularly, the other school that I was at, some of the students happened to come from the country that you are talking about and it is difficult to say if there was a student in the classroom probably knows more than you do... Kids have special needs and you have to deal with them that can take two weeks out of your plan and deal with something that just came up or something came up on the news, you got to deal with it. That is the difficult part of it.* (Don, Conversation 2)

Another student stressed the difficulty by mentioning the time factor. He said:

> *I think it is impossible to do it in the time constraint given see a high school course. It is only one semester because it is such a broad issue. I think some of the areas such as environment should have their own focus. I don't know whether you have to have a whole course on it but I think in order to be effective, more time has to be eroded to the way the Social Studies is set up which is sort of umbrella group, an umbrella course for all of these. It can't be effective because you know, we are asking a teacher everything from Canadian history, geography whatever, staffs that relates locally and then relate that to the whole world. If you only got three months period to do that, it is [very] time limitation. I don't think it can be very effective given them all of those topics.* (Dave, Conversation 2)

Some participants pointed out that a lot of the global issues need to be addressed in depth. However, given the time constraint and the variety of student body, this task could not be easily accomplished. One student commented on this by recalling her practicum that:

> *You have so little time to concentrate and often what interests the students and what is relevant to them, you like to elaborate more and spend more time with it but you have to stop the discussion often because you have more materials to cover so those kinds of constraints mean that you can't maybe get into issues in a real, you know, more deeply because you don't have the time. In some points, you have to end the discussion because you have to hold it to the next day, and that was the problem...*(Sharon, Conversation 2)

Other factors such as being a new teacher, teaching in a new environment and so on also come into play to affect certain attempted efforts taken by the teachers. One participant honestly stated: "I need the curriculum support". This attitude seems to be shared by most of the participants.

While recognizing the bias and inconsistency in the curriculums and teaching materials, the global educators such as Pike and Selby pointed out that first of all, the implementation of a global dimension across the curriculum requires that both teachers and students be aware of the bias, explicit or implicit, in many of the texts and resources used in the classroom. On the other hand, they also mentioned that the text and teaching materials do not have to be taken as given. Rather, they can be used alternatively as a meaningful tool to promote "textual/media discernment skills" among students. Teachers need to teach students to challenge everything they read and critically analysis on what they read. The students in this study are aware of the bias existing in the curriculums. Yet they seemed to be intimidated by the difficulties involved in overcoming the bias in the teaching materials. There is no questioning that the school programs are crowded, and it is equally certain that mandated curricula exist are imposing. However, the pedagogy of global education suggests for an alternative approach which is to integrate global issues and ideas into the prescribed curriculum. As Metzger (1993) pointed out that "teachers who are aware and knowledgeable about the complexities of the global system can integrate a global perspective into the social studies curriculum." (Metzger, 1993;14) In addition, not all the teaching materials are biased. There are increasing amounts of teaching materials and practical teaching guides of implementing global education into

different subject areas in the Alberta Global Education Project (AGEP), in the university library, in the Peace Education Institute of the Department of Secondary Education as well as in the Centre for International Education and Development of Educational Policy Studies. Books such as "Teaching Geography for a Better World", "Global Pi: World Studies in the Science and Maths Classroom"; "World Studies, Language and Literature for Understanding and Transforming the World" offer practical ideas about the injection of different global issues into various teaching subjects. The work of Hicks & Fisher (1985), Pike & Selby (1988), Toh & Floresca-Cawagas (1987) and others provide general guide books for all the subject areas. Moreover, according to the Social Studies curriculum guideline in Alberta, 80 percent of teaching materials are mandatory while 20 percent are up to the individual teacher, which gives the teachers' flexibility and opportunity to bring in the readings and experiences to broaden the curriculum and to promote global awareness and understanding. Nevertheless, it appears that the possibility does exist for teachers to include global education in their subject teaching. However, it is up to the individual teacher to make a conscious effort to do so. It does not appear that the majority of the students in the study are ready to make this commitment.

Wider Issues

The wider issues such as the wider society and the influence of media have been mentioned by the participants as being factors of teaching global education. They commented on the incidence that students learned their values and beliefs not only from the school, but also the wider society, including their parents and the media. As teachers, they felt that they were positioned in the conflict and frustrating situation where they seemed to fight with the society and media to get the message across. As Mike said:

> *That is tough... You get certain ideas from the school, and maybe the friends, but then you do watch TV or play some of games. You know, totally different... I don't know if we can combat that, not as a teacher. I mean, you can still, you know, express your values in the classroom. But outside the classroom. there is not much you can do about. It is more of society's problem than the teacher's problem. It is a*

> *tough area, it is a tough one... I think we need a lot of help from parents.* (Mike, Conversation 1)

Similarly, Sharon shared the idea that the impact of the society, media and parents often makes the teaching job even tougher if certain support is not available in the wider society, as she said:

> *There is an assumption that a teacher has such effect on the students. That is true to the degree but the kids spent a lot of their time elsewhere and so one of the things we have to do is that we always encounter what they are getting from other places... Like I said I was teaching grade 11 students, those students, you know, they are 16, 17 years old. They already have views of the world that they have from their parents and from the media or wherever they got that will determine how they view the world. And as a teacher, I don't know you can hope to change that, you can maybe open the door a little bit and show them, and maybe hopefully encourage them to look at the other sides. But it is kind of late, they have already gone through so many grades.* (Sharon, Conversation 1)

Indeed, some of the participants aptly pointed out that the support from the wider society was crucial in determining whether their efforts of implementing global education were meaningful as one participant said:

> *I tell you what, I can make a difference if I have some reasonable amount of support. If the government starts slashing programs, if government starts dictating what you should be teaching, if we start having back to the basic kind of staff, it would become difficult. Unless you are buying the lines with it, you would not be working. You don't support that, you may not be working. So, you have to have a body that overseeing body that supports you to some degree.* (Lynn, Conversation 1)

Another student made his point even more straightforward by saying that "unless the macro structures are changed, it would not matter what the individual does that much."

While recognizing the role of structure in inhibiting the attempts made by teachers, many global educators like Pike, Selby and Hicks as well as critical educators like Aronowitz and Giroux have agreed on the possibility of resistance and change initiated by teachers. If the education is truly for empowerment and emancipatory, the teachers within the school should be ready for and be willing to take the challenge of the difficulties existing in various levels, certainly including the influence of the wider society and the media. Throughout the conversations, the impression that the researcher got is that for most participants, the teachers have been seen as rather powerless forces in facing the

challenge from various dimensions. Unless the support is available either within the schools or in the wider society, what a teacher can do would not make a difference. The students' comments certainly revealed their passive opinion on the role of teachers in the social change.

Conclusion

In conclusion, the nine students identified several common obstacles involved in teaching global education. By recalling their practicum experiences, most people felt that it was worthwhile to try something different and be creative, including the implementation of global education. Factors such as school culture, the students, the particular classroom situation, the curriculum support, the wider society and their own initiatives and ability as a teacher were seen as being obstacles to teach global education. All the participants felt that they were not well prepared to teach global education, based on their knowledge and skills. And, given the fact that global education is a broad term and it is hard for them to get basic knowledge and skills in the four-year period, let alone keeping pace with the constant change occurring in the local and global scenarios.

As the students shared their thoughts on which facts motivate and which ones do not, they expressed their view on the relevant teacher education program at the university. The following section highlights their opinions on the teacher education program at the University of Alberta.

University Teacher Education Program

All of the participants liked the Social Studies program at the faculty because first of all, it is through Social Studies program that they learned social , cultural and political issues which they all were interested in. Secondly, as compared to the other programs, Social Studies program is much open and non-structured in the sense that students have

the opportunities to take courses from different areas such as political science, anthropology, history, philosophy and so on.

Among the nine participants, one student took the specific global education course-Educational Foundations 401, four students were taking Educational Foundations 360 entitled "Canadian Society and Education" which includes one section on global education. The rest four students had not taken any particular global education course. The participants' understanding of global education varies to different levels. Yet their opinions on the teacher education program in terms of promoting their knowledge, skills and understanding of global education are identical in several aspects, namely, the option status of global education, separate understandings of global issues and skills training .

The Option Status of Global Education

Every participant expressed his/her concerns over the option status of global education course in the faculty of education. For those who had not taken any direct global education course, the awareness of the existence of certain course was very limited. Eric, for example, even wondered if there were options on global education. When knowing that there is certain course, he said: "that is one thing I tended to find interesting because it is part of the curriculum I am going to teach but there are not any mandatory courses that you have to take regarding global education." His opinion was shared by other participants. Joyce who took global education course, Educational Foundations 401, commented that she took the course by chance. In fact, she could have taken other option courses at the time, e.g., the media course which teaches students how to use overhead, slides and other media equipments and techniques. Another student who decided to take the Educational Foundations 360 felt that she got really lucky by taking that course but she commented that courses like that were not required and "it is the big problem." She said:" it is not the requirement so people are interest in like myself tend to take those kind of courses and people who are not, even though they should, they don't

take those courses..." Because it is an option, "you can choose to take if you want". And also because it is an option, students may go through four-year studies "without touching it." Thus, one student stated:

> *It is really sad, especially in the Social Studies department. I chose taking courses I took. They gave me information on development, global education and Third World political issues but I did not have to take those courses like I could have taken any number of other courses in their places. So I think in the education faculty, there almost should be the element that allows you or forces you to take at least one of those courses that give you a global view. But it is not there.* (Joyce, Conversation 1)

Separate Understandings of Global Issues

Several students pointed out that they felt lacking of holistic understandings of global issues by taking different courses. Particularly, in social sciences, students took courses from different departments to learn various aspects of the issues. In general, they felt it was hard for them to see the holistic and systematic picture of the issues. One student criticized the program by pointing out that:

> *I have the problem with the university idea that you take social sciences and break them into anthropology, geography, politics, economics, sociology, psychology... When you break it up like that, the world does not break up that way, you don't see it out there; you can't see it broken up that way. You just limit yourself to what area. I would think that is the academic problem.* (Jim, Conversation 1)

Another student supported this opinion by saying that:

> *Actually everything is taught separately and nobody attempted to tie anything in and I think it is a lack of communication in the whole university of what they are trying to do and what type of program they are trying to develop.* (Don, Conversation 2)

When the students went to the field, they had got their understandings from different classes. But often they found that they had to draw those different "pieces" here and there together. One student suggested:

> *It would be more kind of efficient just to take one course where you can kind of have all those materials together in order to get the big picture in one course instead of having to pull something from history, something from geography, something from political science, and pull them all together.* (Jim, Conversation 2)

The students' comments support what the Directory of Resources for a Global Education (1993) has noted that the scattered nature of programs with global perspectives has become a problem even though there are over 100 courses from different departments and faculties which would promote global understandings under the social, cultural, ethical, spiritual, political, economic, and environmental perspectives. A coherent and interdisciplinary curricular structure is much in need to take place at the Faculty to promote holistic global understandings among students.

Skills Training

When talking about the teaching skills, most participants stated that it took time and experiences for a teacher to have the proper teaching skills they need. While they stressed the importance of learning from experiences, they also pointed out that the direct skills learning and training in the university was equally crucial. In general, from their teaching practicums, the participants felt that they were lacking of teaching skills in dealing with cultural differences, in dealing with value conflicts and in coming up with creative teaching strategies. In recalling the university programs, most participants commented that skills such as critical thinking, conflict resolutions and cooperative teaching had not been emphasized. According to the students, there are two types of teaching in general in the university: one is the lecture format and another is the class discussion. Seldom would the instructors use other formats of teaching. Even though some professors used the cooperative-teaching or group activity approach, their approaches were very questionable in the eyes of some of the participants. One student described his understanding of cooperative teaching approach taken by some of the professors as:

> *The idea of a lot of people in the university professors doing cooperative learning is 'Okay, I have a group project. Three of you get together and hand it in at the end of the term' and that is not really the cooperative learning. It is that you sat down with these three people, and okay, I will do this, this, and you will do this, we all bring it in at the final day. We never work together other than the ten minutes we are here and that has been pushed a lot but there is a lesson to learn there, don't do that. Provide some class time, and some guides to show that you work together... Professors sell*

> *us such [group activity] but it is not unless it is guided and it is in the control environment to begin with and everything happens in the control environment whether you like it or not.* (Jim, Conversation 2)

Students did not have the opportunity to see and experience what other formats of teaching would be, it then becomes more difficult for them to try something different. One student stated that as a student, "you teach the way you were taught". It seemed that it would be more convenient for the students to try on the lecture format and the class discussion instead of using other creative teaching strategies since they were used to the traditional way of teaching from their high schools to the university. Moreover, students pointed out that in most of the undergraduate classes in the university, students normally only do two things: class presentation and handing in term paper. They felt that "it is not your place to come out critical thinking in undergraduate program." In the words of one student, "I hate it but you have to play the game."

In terms of methodology classes, students all felt that they got a lot of good ideas from those classes. However, they did not think that they learned how to apply these various teaching methods, particularly in different contexts. One student stated: "you just take the idea. You would not learn how to apply it. What is in the idea and apply it to the different situations in the different ways."

The students' comments revealed that the teacher education program failed to treat student teachers as independent critical thinkers. Instead, as George Counts (197) described, students had been educated in a way that treats teachers as "routine worker [s] under the expert direction of principals, supervisors, and superintendents". It seems that many professors held the traditional idea that students are empty vessels who need to be filled with knowledge and technical expertise within one-dimensional set of rules and regulative practices. Yet, when student teachers walked in the schools, especially in the schools that are largely populated by economically disadvantaged and culturally diversified students, they often felt that they had "no grounds upon which to question the dominant cultural assumptions that shape and structure the ways in which they respond to

and influence student behavior." (Giroux, 1993:187). The contemporary schooling requires that student teachers know more than the subject matter they will be teaching, they also need to develop approaches to research, methods of inquiry, theory and skills that are directly tied to the problems and possibilities of schooling. If teachers are to become "transformative intellectuals", they should receive exposures to the relevant pedagogical principles throughout their training. This suggests that the teacher education program needs to examine its teaching objectives and the approaches taken by many professors on the grounds of providing teachers who are not only critical thinkers but also practitioners with skills applicable to different situations as well as commitments for the social justice.

Conclusion:

The participants openly shared their opinions on the teacher education program at the university in terms of promoting knowledge and skills of teaching global education. Most students agreed that what they mentioned only represented their own opinions which are not necessarily the others'. However, what they said have shared commonalties in three aspects, namely, the option status of global education, separate understandings of global issues, and lacking of training in terms of appropriate teaching skills. For these participants, the option status of global education at the faculty has concerned them a great deal given the reason that they "would teach global education in the class" and they could "go through four-year studies without touching any of it [global education]". Several students even did not know that there were particular global education courses offered in the faculty partly because they are options. On the other hand, these students stated that even though they had some sort of exposures to different global issues through various courses in the Social Studies program, for example, political sciences, anthropology, geography, and so on, they often felt that they were lacking of holistic understandings of the global issues because they were taught in "pieces" here and there.

Yet, all the global issues are tied with each other, as one student commented that "in the living world, we don't see it is broken into different pieces". All the participants expressed that they had difficulties of drawing all the issues together when teaching global issues. Moreover, after being in the practicums, all the participants felt that they needed more training in terms of teaching skills and strategies, particularly skills of dealing with cultural differences and value conflicts. They felt that skills such as conflict resolution, cooperative teaching and group work had not been emphasized at the university. Many methodology courses are lacking of practical application. In pointing out the problems, these participants hereafter suggested:

- that global education should become a mandatory course in the teacher education program, particularly, all the social studies major should be required to take at least one direct global education course;

- that more communication and cooperation is needed in the whole university to avoid repetition and to promote more holistic learning and understanding;

- that teaching staff and professors should keep an open mind to try on more creative and cooperative teaching strategies to promote critical thinking abilities among the students;

- that skills of conflict resolution and dealing with cultural differences and teaching strategies of group work, role-play and other creative teaching strategies should be implemented into the teacher education program and be part of the learning process as well.

Chapter 5

Findings, Reflections, and Implications

Introduction

This chapter consists of three major sections. The first section summarizes the major findings and their relationship to the themes existing within the conversations. In this section, a review of the conversation analysis as it relates to the five research questions is presented. Personal reflections in light of the research and appropriateness of the methodology are presented in the second section. The final section of the chapter discusses several implications for practice and research in relation to the implementation of global education.

Summary of the Major Findings

Summary of the Purpose of the Study

The purpose of the study was to examine the knowledge, skills and attitudes held by sample student teachers with a major in Secondary Social Studies with regard to global education in the Faculty of Education at the University of Alberta. The intent was to find out the relationship between the teacher education program and the implementation of global education so that necessary changes and improvements of the teacher education program can be made. The following questions served as guides to the development of the study and its subsequent analysis.

(1). What understandings and knowledge do the student teachers hold about the concepts of global education as well as global issues?

(2). What values, attitudes and skills do the student teachers have for teaching global education?

(3). What views do the student teachers hold about the role of global education in the teacher education program?

(4). What are the factors that the student teachers understood as relating to the implementation of global education in Alberta schools?

(5). What do the student teachers feel about the teacher education program with regard to global education?

Major Findings

The nine student participants in the study provided detailed descriptive responses which served to answer the five research questions outlined at the beginning of the study. Their comments regarding the meaning of global education, the factors affecting teaching global education, the strategies and skills useful to teach global education, their knowledge of some of the global issues, and their concerns related to the implementation of global education provided in-depth insights and a greater understanding of how they viewed global education as well as the teacher education program at the University of Alberta with regard to global education.

The participants' perception of what it means to be global education was based on their individual understanding. It varies individually but not without similarities. Each student agrees that it is important to teach global education in the era of global interdependence. The ultimate goal of teaching global education, however, is different as reflected in their opinions, which helps explain that student participants held contrasting attitudes and opinions regarding the purpose of global education ranging from the conservative, liberal to transformative idea of global education.

Among the nine participants, nobody can give the exact definition of global education, even though each student attempts to address the themes such as "development education", "human rights education", "multicultural education" and "environment education". It appears that the meaning of global education remains vague to most of the

participants as their understanding of global education is limited to certain particular terms/themes. On the other hand, students who took direct global education courses seem to take a more holistic point of view in discussion different themes.

The nine students shared their understandings of certain global issues in the themes of development, aid, militarization, cultural preservation, environment and peace. Each student has received some exposures to these issues from various courses they had taken through the Social Studies program. Yet, their understandings and attitudes are different as reflected in their comments regarding various issues. Their divergent opinions indicate the differing values and attitudes. Some students in the study hold a very ethnocentric point of view in defining what the development means to the Third World countries, in addressing the issues of aid and cultural rights of the minority groups and in looking at the environmental issues. Some are not well informed of the global issues.

All of the participants indicated that they felt responsible for teaching global education and that it was an important aspect of Social Studies and students' learning experience. They demonstrated that they had spent some time and efforts in this area by their comments and examples of the actions they took in dealing with their practical classrooms. Throughout the study, it became apparent that the participants endeavored to provide the effective teaching for the students. There were many similarities in the strategies that the participants indicated they used in teaching global education and Social Studies. Specifically the ways in which the participants recognized their teachings were surprisingly alike. Their actions reinforced the theme that when dealing with students, one has to be flexible and realistic in what can be accomplished. They all stressed that as the role models, what they are saying and doing in the classroom is equally important to what they are teaching. They also agreed that it was important to create an open and dialogical teaching environment in which creative teaching strategies should be used instead of the traditional transmission style of teaching. However, it appears that most students are not confident in their skills of teaching global education, particularly, in

dealing with cultural differences and value conflicts and in coming up with possible strategies to overcome various difficulties. On the other hand, many students regard teachers as rather powerless forces in promoting social changes. Some students hold a very conservative view regarding the teaching process as well as the role of teachers in social change. Overall, the students are not well prepared to teach global education in the present classroom considering such factors as students, cooperative teachers, the school culture and curriculum materials.

The nine students outlined many factors that they perceived as contributing to the implementation of global education. However, they all appeared to agree that there were many factors that are obstacles to certain endeavor. The impacting factors that these students pointed out are: the working conditions including the students as well as the cooperative teacher; the structure element such as the school culture and environment; the curriculum materials and the wider issues such as the influence of society and media. Many students felt that unless certain support is in place, the implementation of global education may not be possible, at least in an effective way.

These nine students provided recommendations for the teacher education program based on their concerns and the issues related to the implementation of global education. For most students, global issues have been taught in different courses in a fragmented way. Even though there are a couple of general global education courses that are available, they have been treated as the options in the program. Lacking in the teacher education program is the compulsory, holistic and comprehensive global education course required for all the student teachers. Meanwhile, these students pointed out that skills such as conflict resolution, group work and cooperative teaching had not been emphasized at the university. They often fell that many methodology courses are lacking of practical applications, especially lacking of considerations for the complexities of the classroom realities. They therefore suggested that skills of conflict resolution, dealing with cultural differences, value conflicts and other diversities of the classroom as well as

the teaching strategies of group work and role-play should be promoted throughout the teacher education program.

Personal Reflections

Contributing to the literature

As I analyzed the conversations and reflected on the discussions I had with the nine participants, I found many similarities with the findings presented in the literature. In particular, these students' comments seemed to refer to topics presented in the literature in the areas of teacher education and global education

The students expressed an awareness of some of the themes of global education, although their knowledge of the terminology was limited. Their understandings regarding the meaning of global education reflect the different paradigms of global education extensively discussed by the writers such as Richardson (1974), Selby (1993), and Toh (1993). The students' comments support these writers' idea that different paradigms of global education are existing in the teaching and research field.

Many of the factors they identified as affecting the implementation of global education are reflected in the current literature. What they expressed about the factors affecting the implementation of global education supports Fullan's theory of changing that change involves a complexity of factors, including characteristics of the change, of the school system, of the schools, and of the external environment.(Fullan, 1982) Of the latter, the external environment, the parental values and attitudes, the society's support enabled or prevented educational change and changing. The characteristics of the schools, of the classrooms, of the teachers also enabled or prevented change and changing. (also see Richardson, 1988)

The findings that the students lacked confidence and skills necessary to teach global education support the work of Tucker (1983:73) that "on the one hand, teachers see the need for more global education, but on the other hand, are insecure with the content and

lack confidence in the ability of social studies teachers to teach global education adequately."

Significance of the Methodology

My reflections upon culminating the study would be incomplete without mentioning the applicability of the methodology to this study's purpose. In my efforts to understand the views of these nine students, I chose a conversational and in-depth interview approach.

In my effort to gain a more in-depth understanding of the meaning university students give to the concept of global education, the global issues and teaching of global education, I feel confident that the informal interview allowed me to achieve that end. I maintain that the nine participants were able to comfortably discuss their perceptions, views, and feelings on the issues relating to the implementation of global education. In using open-ended questions, I was able to probe for more thorough explanations as was necessary. By providing the summary of the transcripts, I feel that the participants have had the chance to make their voices heard and to make their opinions crossed.

I trust that the presentation of the conversations and interviews as portrayed by the participants has been faithful to their intent, that I have not been overly evaluative or interpretive.

However, reflecting on the research, the researcher felt that it would be better if there is a possibility for the group discussion as revealed by one of the participants:

> *You should have sat in 360 class to listen to those negative views. You would be surprised...I think those who are interested in your research are already very open people. They won't be very negative. But I tell you, there are so many out there who are very negative.*

Yet, with time constraint and students' practicums, this attempt could not be initiated by the researcher.

On the Participants

One of the observations I have with the students during the interviews is that when asked questions, students seem not to be willing to give their opinions or understandings to me directly. Even in the occasions that they responded to the questions, but when asked in details, they showed a high level of anxiety. The impression I received was that they believed that there was a right answer. They seemed to be afraid of saying something socially, politically or morally "incorrect". Quite often, they would not answer me the questions, instead, they would ask for my opinion. It brought to my attention that as students receiving years of education and training in rote memorization and examinations, we seemed to be conditioned to believe that there is only one right answer.

It is surprising to notice that even though most of the participants are in their mid-30s, and they are all senior university students, they are still searching for so-called "authorities" to validate their answers. It is also very interesting to see the dilemma existing among the participants themselves- while on the one hand they were discussing the importance of critical thinking ability and group work and they were saying "learning from discovery'; "making informed decision"; on the other hand, they themselves are lacking of certain skills and they themselves seem to have the mentality that knowledge worth knowing must come down from the authority of others. Such lack of confidence in their own ability to think and reason may stem from years of education that students are empty vessels needed to be filled with the knowledge of those older and wiser. This finding certainly apply to the comment made by Osborne (1991) that these participants had internalized the ideas and values transmitted to them through the process of education.

In addition, I observed that while speaking on global issues, the language of the participants often lapsed into using terms such as us, them, we and they. This was especially so when referring to the Third World. It is interesting to find out though, as a person from the Third World country, I was included as part of 'we' and excluded from

part of 'they' during the conversations. Even when we talked about the rights of minority cultural groups, the students treated me as part of the powerful 'we'. Sometimes, it created a sense of confusion during the conversation as the researcher has to ask for clarification of what they meant by "we". Such language may be explained by the lack of knowledge about other parts of the world. However, I felt that the sense of globalization has been lost by dividing the human beings into we, they, us, them. It shows not only the geographical distance but also the psychological distance that world is combined with different pieces and human beings are not same. Such language appears to reflect a sense of superiority that "we" are better than "they" and "they" are different from "us". As long as such distance is maintained in the minds of people, the notion of global obligation and responsibility is indeed questionable.

On My Personal Development

In one of my field notes, I wrote:

> "It is a great opportunity for me to explore some of the issues or terms that I contacted in theoretical reading. Now I had a chance to elaborate them in the real term or in practical sense. I appreciate this learning and sharing opportunity.
>
> I heard a lot of interesting stories from the participants and realized that teaching global education is not a simple task. There are so many factors involved. As an "academic", I could not take everything for granted. There is so much I can learn from the practical teachers and students. Thus, I think for all the academics, collaborative research is important. In order to make sense for the everyday class, this collaboration is definitely a must."

As academics, we are not more privileged in any way than the practical teachers. Indeed, we can learn and share so much knowledge and understanding and information with the teachers who are teaching in their own classrooms and in their unique situations. To be able to engage in this kind of study is certainly beneficial for me. I see this experience as an eye-opener and as a bridge to see the reality , to listen to the students and to be able to share my point of view. Listening to the comments made by the students, I certainly realize that the implementation of global education is still a very long way to go and it requires cooperation and solidarity among people from different levels of society.

One student commented that action does not necessarily mean we go out doing something enormous, rather, by what we do and buy in our daily lives, we have already taken some sort of actions for social justice and change. To be able to engage in such a research through which all the parties can share and investigate the meaning of teaching global education and the responsibilities of being a global citizen, I feel a sense of achievement and feel that I have taken a small step towards the change for the betterment of society.

Implications

For Practice

Although the study was limited to the views of nine student teachers, the researcher feels that there are a number of implications regarding the issues of implementation of global education for faculty, schools, researchers and teachers alike.

In the findings derived from the study, all the educators in the university community should respect the emphasis these participants placed on recognizing the position of global education in the teacher education program and on cooperation among different faculties to come up with more efficient and holistic teaching programs. The participants of this study encourage teacher development that is professional, student-need focused, collaborative, participatory, and beneficial in knowledge, skill, and confidence building. The need for the knowledge and skills improvement of teaching global education was evident expressed by the participants and derived from the findings. This need may require the Faculty of Education, particularly, the Social Studies program to seriously reinvestigate its goals and philosophy of teacher education program and adjust its teacher education program accordingly in regard to global education in particular. In other words, the Faculty should reconstruct its teacher education program around a new vision of teaching for critical global citizen in which global education is viewed one of its major

programmatic concerns. The following goals may stimulate discuss and help faculty determine the extent to which they want to emphasize global education.

- Students should be able to recognize the nature, diversity and interrelatedness of major problems, and they should be able to deal with particular aspects of the problems in relation to the specific subjects they teach.

- Students should be knowledgeable about cultures other than their own, have the confidence, disposition, and skill to be at ease in other cultural groups.

- All undergraduate students at the Faculty should at least take an introductory core course with a focus on global issues.

- Students should be empowered to have the motivation, the skill and commitment for social justice.

Furthermore, from this study, it seems to suggest that students with a minor in physical education are less aware or open to global issues and tend to hold a more conservative and narrow point of views. This finding implies that an institutional commitment to global education is necessary to promote global understandings and to empower students to become transformative intellectuals.

To ensure that teachers develop the knowledge and skills necessary to promote global awareness among their students, it is recommended that a global perspective be incorporated throughout the teacher education curriculum rather than added in a few courses. Even though at present, there are a few global education courses offered in the Department of Educational Policy Studies, these courses are not required for all students, which may contribute to the invisibility of these courses and may have only limited impact on the total program. Moreover, not every professor in the faculty or in the Social Studies program offers a global perspective. According to the students, some professors do have very narrow and limited point of views. The university members and professors whose preparation and experience may not have included a global perspective may question the need for incorporating the emphasis of global education in the existing

curriculum. Therefore, leadership from the Dean, department chairs, and committed faculty will be necessary to set clear goals to incorporate global education in the teacher education program. Cooperation among the faculties and departments would be much appreciated. It is important to acknowledge however that degree programs usually have only a limited number of credits available to meet the expectations of diverse areas considered as core. Hence a creative strategy would need to try to encourage as much infusion as possible in all areas of the teacher education program.

Beyond commitment, global education can succeed only when faculty and administrators have a shared understanding of what is involved in developing a global perspective. This requires them to have the attitudes and skills which can be developed through on-campus cooperation in curriculum development or research projects with peers from overseas or though direct personal experiences overseas. The Peace Education Project and the Centre for International Education and Development of the Faculty have contributed to this aspect by inviting visiting faculty, administrators and consultants from overseas, by establishing exchange programs, by organizing conferences on peace education and by publishing articles and books on global education. These efforts should continue to promote global awareness among students and within the faculty.

In addition, all students can learn from the experiences of the participants in this study regarding the need to possess the necessary skills to deal with the complexities involved in the classroom in present school. These nine students expressed a degree of frustration at not having all the answers, at having to "play it safe", and at having "to learn as they went along". The findings that students had difficulty of dealing with students from various backgrounds imply that the teacher education program needs to create conditions for students critically appreciate knowledge existing outside their immediate experience and to promote skills necessary to cope with these difficulties. Examples of recommendation on this aspect for future consideration include:

(1). The partnership between local communities and university may be viewed as valuable for student teachers to explore different point of views and to be familiar with various cultural and social groups. Student teachers will also then be exposed to possible "criticisms" of global or peace education; and develop creative strategies to respond to such criticisms and to build community allies.

(2). Teaching methods courses should help student teachers learn how to use the children's own activities and life experiences for educational purposes. This includes using various forms of play, productive work and aesthetic, cultural, political and sporting activities. The student teachers should also be equipped with skills of conflict resolution and methods of dealing with violence based on race, gender and class.

(3) It is critical that prospective teachers learn about the significant differences among schools and prepare to teach in a culturally and socially different school from their own. For example, productive relations could be developed between school teachers and the faculty and students around some of the concrete problems facing schools. This could be particularly productive around race, gender, ethnic, language and class considerations as they present themselves in various aspects of the schooling process. Also, to acquire greater understanding of diversity, students need to hear from others, including fellow students about the impact of early experience and differential schooling on later learning. The establishment of student pre-service association may be viewed as worthwhile. This would permit students to develop a community of professional colleagues, allowing for an expanded repertoire of different ideas and practices to respond to overwhelming demands to similar school issues.

(4). Students should get involved in extra-curricula activities on the campus or in the society. This kind of practical experience contributes to the student teachers' understanding of the people from different background and helps build up the sense of responsibility and commitment among students.

(5). Last but not least, the findings of this study appear to suggest that partnership between Alberta Global Education Project of ATA (Alberta Teachers Association), the local schools and university community be of value to the classroom teachers to teach global education in terms of moral support, material supply and professional development. For example, the on-going workshop, research as well as publications coordinated between AGEP and the Department of Secondary Education would help promote global understanding among the students and teachers. Regrettably, recent cutbacks by the Canadian International Development Agency (CIDA) has terminated all global education projects across Canada. Hopefully, the teacher profession and other agencies may collaborate in supporting the survival of the project in adapted or revised form.

For Future Research

While this study focused on nine university student teachers enrolled in the secondary route with a major of Social Studies, other studies might involve students at the elementary and adult education level or other majors to see if students' perceptions regarding global education differ to any extent. A comparative study on students at the Faculty of Education and students at other Faculties regarding their perceptions of global education as well as global understandings would be another area to pursue. The findings of such study would help promote the infusion of global understandings at the university level.

Although the nine participants were selected randomly from the faculty of education, they only represented the dominant ethnic cultural groups. Their perceptions may then reflect particular orientations in their conceptualization of the theory and practice of global education. Of interest would be a research to determine if students' ethnic cultural background affects their perception of global education and their view of teaching global education. A study on the perceptions of faculty members with regard to their

knowledge, views and attitudes of teaching global education would be another interest area to pursue.

While the study focused on the student teachers' perceptions of global education, future studies might also attempt to examine how students in the schools view their teachers' teaching of global education and what their perceptions of global education at the school level.

Future research might also focus on the action research such as the implementation of global education in Social Studies and other subject areas.

Some of the participants in this study proposed that increased and improved teacher education program may be significant in facilitating and enhancing teacher capacities. A study which might attempt to determine the objectives and effectiveness of teacher development program would be valuable in helping to design strategies for improving further teacher education program.

Possible research may also ask for attention on the attitudinal or behavioral change in the students who have taken global education in schools to see the impact of global education and possible recommendations for improvement.

Future research on the investigation of Alberta social studies curriculum in relation to global education might be meaningful to look into the relationship between the implementation of global education and the support of curriculum. The recommendations can be therefore drawn from such study for further improvement.

Concluding Statement

This researcher initially proposed to explore the values, knowledge and skills held by student teachers enrolled in secondary education with a major in Social Studies with regard to global education. By examining interviews with nine students, the researcher found that the majority students participated in the study have grasped limited knowledge and skills necessary to teach global education. Most participants realized that it is their

responsibilities to implement global education in their future classrooms. However, their comments showed great deal of hesitations over the concerns of value conflicts and pressures from parents and schools. The study identified the magnitude and complexity of what is involved in teaching global education. Discussions with these students reinforced the idea that there are indeed differing values, knowledge and attitudes existing among the students. The insights and understandings acquired from these nine participants confirmed the importance of teacher education program in preparing students to grasp the knowledge, skills and attitudes necessary for teaching global education in an effective and transformative way. Most importantly, the study emphasized that in order for educators to meet the challenges, opportunities, and changes that are occurring in education, in our society and the world, they should themselves start to take action in their daily activities, either in the classroom or in the daily lives. As Babanski (1986) recommended that:

> ...If a teacher has a passive attitude to the preservation of peace, co-operation among nations and environmental protection, the pupils will almost certainly acquire only a theoretical knowledge of the problems confronting our world, and will not take an active part in solving them. But if the teacher is really active in social affairs, students will be encouraged to be active too, and they will want to co-operate in tackling the problems of the world today. (Babanski, 1986:41)

For sure, the achievement of the goals of global education requires the change and support from many aspects such as the basic structure of schools, change in teacher education, change in our basic value and attitudes, supports from the wider society. However, what would be the role of school teachers in promoting this change? As teachers and students, some of the questions that we should ask ourselves are: what are the purposes of teaching global education? What is the role of teachers in social justice? What kind of students are we educating? What should we do to improve students' skills and knowledge? Last but not least, as individuals living in the world, what can we do to be able to live in the harmony with the mother nature and the rest brothers and sisters in other parts of the world?

The world picture is disturbing: estimated 1000 million people trapped in absolute poverty; twelve to thirteen million children die unnecessarily each year from malnutrition and hunger-related causes; every day, a species becomes extinct; every month, the world's economic systems adds over $7.5 billion to the catastrophically unbearable debt burden of more than $1.5 trillion now resting on the shoulders of Third World peoples; the spending on the military armaments in the world is $1.8 million every minute. We all are connected to the global family of five billion brothers and sisters by the air we are breathing in, by the water we are drinking, by the goods we are buying and by the information we are sharing, why can not we be connected to each other by the hearts, minds and spirits through individual practices and struggles of collective solidarity?

The findings derived from this research help raise a series of questions regarding the student teachers' ability and teacher education program at the university: what kind of teachers would we like to produce at university? What attitudes, values and skills should the teachers, particularly Social Studies teachers to have to be the "good" teachers? Can one talks to classes of global education about equality when there is so little equality between teachers and pupils, between professors and students? Hicks (1989) once said, without "globally minded teaches", human understanding cannot be imparted to the child. For the teachers, this seems to have very outstanding meaning: unless the teachers themselves develop the deep compassion, commitment and attitudes for the social justice from within, educating and acting for peace and justice is impossible. The need for the "globally minded teachers" demands change in various aspects of the teacher education program to promote global education since the teacher training is an essential and fundamental component of any educational program directed towards significant social and attitudinal change.

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Appendix 1

Instructions to Research Participants

Instructions to Research Participants

Date:

Dear:

Thank you for your interest in my dissertation research on the knowledge, views and skills of teaching global education held by student teachers. I value the unique contribution that you can make to my study and am excited about the possibility of your participation in it. The purpose of this letter is to reiterate some of the things that we have already discussed and to secure your signature on the participation-release form that which you will find attached.

The research model I am using is in-depth and semi-structured interviews or conversations through which I am seeking comprehensive understanding of your experience and your understanding and views on certain topic, i.e., global education. In this way I hope to illuminate or answer my questions: what the knowledge, attitudes, and skills are held by the student teachers in the Faculty of Education at the University of Alberta regarding global education? How the B.Ed. program in this Faculty enhance capacities of student teachers to implement global education in their future classroom and what need to be done?

You will be involved in two or three in-depth conversations and asked to recall specific episodes or events in your life in which you experienced the phenomenon we are investigating and express your opinions on differents issues. I am seeking vivid, accurate and comprehensive portrayals of your experiences, your thoughts, feelings, and understandings, as well as situations, events, places, and people connected with your experience or thoughts.

I value your participation and thank you for the commitment of time, energy, and effort. If you have any further questions before signing the release form or if there is a problem with the date and time of our meeting, I can be reached at (h) 436-0680 (o) 492-0763.

Sincerely,

Fan Wang

Appendix 2

Consent to Participant

Consent to Participant

I, _____, on _____consent to participate in conversations with Fan Wang, a graduate student in the Department of Educational Foundations, at the University of Alberta.

I understand that she is engaged in a study which deals with the question: "What are the knowledge, attitudes and skills held by student teachers in the Faculty of Education at the University of Alberta with regard to global Education?" The purpose of the study has been fully explained to me.

I further understand that the information given by me is to be used for research purpose and that the results of the research are intended to be published in the form of a thesis and/or articles. Such publications would be available to other researchers as well as other memebers of the public. I therefore understand that:

(1). All identifying information will be removed to ensure as much anonymity as possible.

(2). Only information which is necessary to the satisfactory conclusion of the thesis will be used.

(3). The conversations will be tape recorded.

(4). If at any time I wish to withdraw from this research study prior to its completion, I am free to do so and no information that I have provided will be utilized in any manner.

Appendix 3

Some Guiding Questions for a Dialogue about Global Education

Some Guiding Questions for a Dialogue about Global Education

A. Some General Background Questions

1. Can you give me the brief academic background?
2. What is your major and minor and which year of program are you in now?
3. Have you been in the practicum yet?
4. Have you taken any global eduation courses in this faculty?
5. Do you have the experience of working or traveling abroad?

B. Research Questions

I am keen to get to know what is your views, understandings and skills with regard to global education and your opinion on global education and relevant program in the faculty. By doing so, I anticipate, it will help us understand ourselves better, promote more awareness on our understanding of global education, and draw implications for the improvement of teacher education program at the Faculty. Therefore, I will provide some guiding research questions for us to initiate the conversation. However, this does not mean that the conversation/interview will be limited to the questions but for the purpose of starting the conversation. Meanwhile, you are welcomed to have your own observations and questions which you feel are important to this research during the dialogue.

Generally speaking, the questions will be based on the following areas: (1). the understanding of global education (role, context, paradigm, concept, themes, assumptions); (2). knowledge on global issues (development issues and problems, militarization, structural violence, human rights, cultural survival and solidarity, environmental issues, personal empowerment and peace, media, etc.); (3). practice and

pedagogical principles (teaching and learning strategies, personal attitudes on global education).

1. Understanding of global education

a. What do you think of the term 'global education'? What does the concept mean to you in terms of themes, assumptions and context?

b. What are the other terms that you think are related to 'global education'? Have you come across the words such as 'Peace Education'; 'Environmental Education'; 'Development Education', such and such? In your opinion, are there any differences among those terms?

c. What do you think of global education in relation to social change?

2. Knowledge on global issues

a. What are the global issues and problems that in your opinion, are important elements in the society and world today? How do you get your knowledge/information on what is going on in the world?

b. What is your vision of preferred society and world?

c. There are much violence happening in our society and in the world, for instance, racism, sexism, poverty, etc.what is your understanding on various violence happening besides us or in the world? What cause them and what kind of solution that you can think of?

d. What is your opinion on teaching global issues? How do you like the idea? Why or why not?

e. What is your view on university studies, especially, the teacher education program in helping you and others understand global issues and promote global awareness? What can be done to improve our understanding on these issues? Do you have any suggestion?

3. Practice and pedagogical principles

a. Have you been taught or have you thought that when the difficult situation arise, e.g., when one of your students never participate in the discussion due to the cultural difference or your students have conflict opinions, what are you going to handle the conflicts in certain situation?

b. What is your opinion regarding "good" teaching?

c. What kind of classroom environment would you like to see and create? What kind of the relationship between you and your students do you like to build?

d. Do you feel confident & well prepared to teach students with various cultural, ethnic, gender, and social backgrounds? Why so?

e. What are you going to do to help students understand the world where they are living?

f. As a future teacher, what is your opinion regarding the implementation of global perspectives into the school curriculum?